
Visual Arts Sample Curriculum

developed in collaboration with

**Carroll County, Galax City,
Grayson County, Pulaski
County, Smyth County,
Washington County, Wise
County, and Wythe County
Public Schools**

**REGION 7
VISUAL ARTS CURRICULUM
DEVELOPMENT PROJECT**

**Virginia Department of Education
Richmond, Virginia
February 2002**

Visual Arts Sample Curriculum

Region 7 Visual Arts Curriculum Development Project

**Developed in collaboration with the
following Region 7 School Divisions**

Carroll County Public Schools
Galax City Public Schools
Grayson County Public Schools
Pulaski County Public Schools
Smyth County Public Schools
Washington County Public Schools
Wise County Public Schools
Wythe County Public Schools

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The *Visual Arts Sample Curriculum* can be found in a PDF and Word file format on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

Foreword

The curriculum in this publication is based on the 2000 Visual Arts Standards of Learning. It was developed by visual arts educators from Carroll County, Galax City, Grayson County, Pulaski County, Smyth County, Washington County, Wise County, and Wythe County Public Schools to emphasize the importance of instruction in the visual arts. Classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, museum personnel, parents, and students assisted the Region 7 Visual Arts Curriculum Development Project Writing Team in developing and reviewing drafts of the curriculum documents.

The development of these visual arts objectives is an important step in providing challenging educational programs in Virginia public schools. Knowledge and skills that students acquire through visual arts instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, and use their imagination and creativity.

Copies of this document were distributed to public schools throughout Region 7 in Southwest Virginia for school divisions and teachers to use in developing lesson plans and instructional strategies to support the Virginia Standards of Learning program. The objectives are minimum requirements in the visual arts that set reasonable targets and expectations for what teachers should teach and students should learn. The objectives set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed objectives to enrich the curriculum to meet the needs of all students.

Region 7

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Region 7 Visual Arts Curriculum

Introduction

This visual arts curriculum reflects the 2000 Visual Arts Standards of Learning and identifies the content and skills that are essential components of a high-quality visual arts program for each grade level. Objectives are identified for kindergarten through grade eight and for four core high school visual arts courses, and are designed to be cumulative. They progress in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout a student's visual arts education, specific content strands or topics are included. These strands are visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the visual arts can be realized. A comprehensive visual arts education program provides students with multiple means of expression as well as analytical skills to evaluate information conveyed by images and symbols.

The curriculum for a given grade level or course includes comprehensive instructional objectives. Teachers are encouraged to go beyond these objectives and to select instructional strategies and assessment methods appropriate for their students.

Goals

The visual arts objectives are intended to support the following goals that will enable students to:

- Select and use art media, subject matter, and symbols for expression and communication;
- Know the elements of art and the principles of design and how they are used in the visual arts;
- Solve visual arts problems with originality, flexibility, fluency, and imagination;
- Understand the relationship of the visual arts to history, culture, and other fields of knowledge;
- Use materials, methods, information, and technology in a safe and ethical manner;
- Perceive, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others;
- Identify, analyze, and apply criteria for making visual aesthetic judgments; and
- Develop an aesthetic awareness and personal philosophy regarding nature, meaning, and value in the visual arts.

Strands

Visual Communication and Production

This strand is divided into four interrelated areas: Elements of Art, Principles of Design, Processes and Skills, and Activities. Each area reflects the knowledge and concepts required to meet the cognitive and psychomotor needs of students at each grade level or course of study. Through careful articulation and ordering of the objectives, students are provided a high-level integrated curriculum of study in visual communication and production.

Students will develop and communicate ideas by choosing and evaluating subject matter and symbols. They will develop fluency in visual, oral, and written communication using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will see the visual arts in relation to history and culture through the investigation of works of art from different times and different places. Through the study of works of art and the artists who produced them, students will learn to appreciate the role the visual arts play in communicating historical and cultural beliefs and ideals.

Judgment and Criticism

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of thinking frames to analyze the visual qualities and interpret the meaning of works of art. They will also employ critical evaluation skills in the production of their works of art.

Aesthetics

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their feelings and emotions. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art based on their dual roles as both creator and viewer of art.

Visual Literacy

Students will develop visual perception skills through the study, interpretation, production, and comprehension of visual imagery. Through viewing selected works of art and other graphic images, students will develop and produce a visual language to facilitate the communication of ideas and to accompany written and oral communication. Each noted work of art in this strand is followed by a list of questions to guide student discussion, interpretation, and study of the work.

Assessment

Assessment provides useful and accurate information about student learning. It employs practices and methods that are consistent with learning goals, curriculum, instruction, and current knowledge of how students learn in the visual arts education environment. Visual arts educators assess and document student learning using methods that could include structured and informal observations and interviews, projects and tasks, exhibitions, portfolio development, journals, and multiple-choice and short-answer methods.

Classroom assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain information for understanding student progress in ways that can guide future instruction. Also, assessment provides opportunities for self-reflection and evaluation by the student.

The assessment section of this curriculum was not developed because of project time constraints. It is hoped that in the future, assessment resource materials will be developed to help teachers determine whether students have achieved each objective for kindergarten through grade eight and for the four high school courses of study. Until the assessment section can be completed, teachers are encouraged to develop visual arts assessment techniques and to share these techniques and assessment instruments with other visual arts educators.

Vocabulary

Terms for selected media, styles, art movements, and art expressions reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communication. Teachers are encouraged to provide additional visual arts vocabulary to the identified lists.

K-12 Safety

In implementing this curriculum, students must know how to follow safety guidelines; demonstrate appropriate classroom safety techniques; and use materials, equipment, tools, and art spaces safely while working individually and in groups.

Safety must be given the highest priority in implementing the K-12 instructional program for visual arts. Correct and safe techniques, as well as wise selection of resources, materials, and equipment appropriate to age levels, must be carefully considered with regard to the safety precautions for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designed capacity of the room.

Teachers must be knowledgeable of the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous prior to their use in an instructional activity. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six or up to twelve years of age. All hazardous art materials are required to be tested by the manufacturer and exhibit safety labeling: “Conforms to ASTM D-4236,” “Conforms to ASTM Practice D-4236,” or “Conforms to the health requirements of ASTM D-4236.”

Toxic materials can be more harmful to children than to adults. Since children are still growing and developing, their bodies can more readily absorb toxic materials that can cause more damage than in adults. Since children are smaller, an amount of a toxic material would be more concentrated than in an adult’s body. Children are also at higher risk because of their behavior. Children may not understand why it is important to be careful when using harmful materials. Also, some young children may put things in their mouths or swallow them. Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter the child’s body, it can result in an acute illness, chronic illness, cancer, allergic reaction, or death.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems.

1. Avoid certain materials from student’s art supplies for students in pre-kindergarten through grade six or up to twelve years of age. The general rules are listed below:
 - no dust or powders;
 - no chemical solvents or solvent-containing products;
 - no aerosol spray cans, air brushes, and so forth;
 - no acids, alkalis, bleaches, or other corrosive chemicals;

- no donated or found materials unless ingredients are known;
- no old materials—they may be more toxic and have inadequate labeling; and
- no lead, metals, or cadmium products—these can be found in paints, glazes, metal work, and stained glass.

Substitution of nontoxic materials for hazardous materials should be made a priority where feasible with students over twelve years of age.

2. Treat high-risk students with special care and attention. Students who are physically or mentally disabled are at greater than normal risk from toxic materials. High-risk children include those who have visual or hearing problems, physical disabilities, asthma, take medication, or are emotionally disturbed. These high-risk students need special attention when using potentially harmful art supplies.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase products in small containers. Smaller amounts of a product mean less exposure to the product. Also, larger amounts often are not readily used up. Leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Arts educators are responsible for the art materials they order and the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom. Teachers of students twelve years of age or older should avoid the use of toxic hazardous art materials.

Academic Core Correlations

Each curriculum objective is correlated with the Fine Arts Standards of Learning and with the Standards of Learning for English (June 1995), history and social science (March 2001), mathematics (October 2001), and science (June 1995). These correlations are indicated by the following abbreviations:

A	Visual Arts
D	Dance Arts
E	English
H	History and Social Science
M	Mathematics
MU	Music
T	Theatre Arts
S	Science

Kindergarten

The objectives for kindergarten serve as building blocks for further visual arts instruction. The objectives place emphasis on cognitive, affective, sensory, and motor development using a problem-solving approach. Students will learn that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students will understand that their works of art are unique and valuable as self-expressions.

Visual Communication and Production

Elements of Art

- K.1 The student will identify
1. line direction—horizontal, vertical, diagonal, and curved and
 2. line qualities—straight, wavy, thick, thin, zigzag, long, and short.
- (A: K.3.3) (E: K.1, K.2, K.3, K.6, K.10, K.13) (M: K.4, K.11, K.12, K.13, K.17, K.18)
(S: K.1, K.2, K.4, K.5, K.8, K.10)
- K.2 The student will classify objects in the environment by line.
- (A: K.16) (E: K.1, K.2, K.3, K.13) (M: K.4, K.10, K.11, K.12, K.13, K.17, K.18)
(S: K.1, K.2, K.4, K.6, K.8, K.10)
- K.3 The student will identify shape—circle, oval, square, triangle, and rectangle.
- (A: K.3.4) (E: K.1, K.2, K.3, K.6, K.10, K.13) (M: K.4, K.11, K.12, K.13, K.17, K.18)
(S: K.1, K.2, K.4, K.5, K.8, K.10)
- K.4 The student will classify objects in the environment by using shape.
- (A: K.16) (E: K.1, K.2, K.3, K.13) (M: K.4, K.10, K.11, K.12, K.13, K.17, K.18)
(S: K.1, K.2, K.4, K.6, K.8, K.10)
- K.5 The student will identify objects within the environment that occupy space.
- (A: K.7) (E: K.2, K.3) (H: K.3) (M: K.11, K.12, K.13) (S: K.1, K.2, K.5, K.6)
- K.6 The student will identify and use the colors—red, blue, yellow, green, violet, orange, brown, black, white, and gray.
- (A: K.3) (E: K.1, K.2, K.3, K.6, K.10, K.13) (M: K.4, K.11, K.12, K.13, K.17, K.18)
(S: K.1, K.2, K.4, K.5, K.8, K.10)
- K.7 The student will describe objects in the environment by color.
- (A: K.16) (E: K.1, K.2, K.3, K.13) (M: K.4, K.10, K.11, K.12, K.13, K.17, K.18)
(S: K.1, K.2, K.4, K.6, K.8, K.10)
- K.8 The student will identify texture—soft, rough, hard, and smooth.
- (A: K.3.2) (E: K.1, K.2, K.3, K.6, K.10, K.13) (M: K.4, K.11, K.12, K.13, K.17, K.18)
(S: K.1, K.2, K.4, K.5, K.8, K.10)
- K.9 The student will classify objects in the environment by texture.
- (A: K.16) (E: K.1, K.2, K.3, K.13) (M: K.4, K.10, K.11, K.12, K.13, K.17, K.18) (S: K.1, K.2, K.4, K.6, K.8, K.10)

- K.10 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
(A: K.8) (E: K.2, K.3, K.5, K.10) (H: K.3, K.5) (M: K.3, K.10, K.12) (S: K.6, K.7)

Principles of Design

- K.11 The student will identify the difference in sizes of objects in art and the environment—large, medium, and small.
(A: K.7, K.8) (E: K.2, K.13) (H: K.5) (M: K.10, K.13, K.17) (S: K.1, K.2, K.4, K.10)
- K.12 The student will identify and use patterns—natural and manmade.
(A: K.3.5) (E: K.1, K.2, K.3, K.6, K.10, K.13) (M: K.4, K.11, K.12, K.13, K.17, K.18) (S: K.1, K.2, K.4, K.5, K.8, K.10)
- K.13 The student will classify objects in the environment by using pattern.
(A: K.16) (E: K.1, K.2, K.3, K.13) (M: K.4, K.10, K.11, K.12, K.13, K.17, K.18)
(S: K.1, K.2, K.4, K.6, K.8, K.10)

Processes and Skills

- K.14 The student will describe the sequence of steps in the making of a work of art.
(A: K.9) (E: K.1, K.2, K.3, K.8, K.10, K.13) (M: K.3) (S: K.1, K.10)
- K.15 The student will manipulate three-dimensional art materials—pinch, pull, squeeze, twist, pound, and roll.
(A: K.10) (E: K.1, K.2, K.3, K.8, K.13) (S: K.1, K.2, K.6, K.8, K.10)
- K.16 The student will demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing, and stamping.
(A: K.11) (E: K.1, K.2, K.3, K.13) (S: K.1, K.2, K.4, K.6, K.8, K.10)
- K.17 The student will properly hold and use drawing tools—pencil, crayon, and chalk.
(A: K.1, K.2, K.3, K.4, K.5, K.6) (E: K.2, K.3, K.8, K.11, K.13) (H: K.7) (M: K.8, K.11) (S: K.1, K.8, K.10)
- K.18 The student will properly hold, use, and safely carry scissors.
(A: K.1, K.11) (E: K.8, K.13) (H: K.7) (S: K.2)

Activities

- K.19 The student will create works of art that represent personal solutions to art problems.
(A: K.1) (E: K.1, K.2, K.3, K.13) (S: K.2)
- K.20 The student will demonstrate self-expression in a work of art.
(A: K.2)
- K.21 The student will create a work of art that commemorates a personal or historical event.
(A: K.4) (H: K.1)
- K.22 The student will make a work of art that depicts a specific animal or plant.
(A: K.5)

K.23 The student will create a self-portrait.
(A: K.6)

K.24 The student will create works of art using the following techniques: drawing, painting, cutting, pasting, folding, and modeling.
(A: K.10, K.11)

Cultural Context and Art History

K.25 The student will identify people who make art as artists (e.g., painters, sculptors, printmakers, architects, graphic designers, photographers).
(A: K.12) (H: K.6)

K.26 The student will identify the purposes for creating works of art.
(A: K.13)

K.27 The student will discuss the concept that all cultures create works of art.
(A: K.14) (H: K.2)

K.28 The student will understand that art relates to events and people of other times and places.
(A: K.13, K.14) (H: K.1)

Judgment and Criticism

K.29 The student will look at, describe, and respond to works of art.
(A: K.15) (H: K.4) (M: K.10, K.11, K.12, K.13, K.17, K.18)

K.30 The student will classify objects in the environment by using color, texture, line, shape, and pattern.
(A: K.16) (M: K.4, K.10, K.11, K.12, K.13, K.17, K.18)

Aesthetics

K.31 The student will discuss and explain ideas and expressions in personal works of art.
(A: K.17) (M: K.4, K.10, K.11, K.12, K.13, K.17, K.18)

K.32 The student will select a preferred work of art from among others and explain why it was chosen.
(A: K.18) (M: K.10)

K.33 The student will discuss thoughts, experiences, and feelings expressed in works of art.
(A: K.19) (H: K.2)

Visual Literacy

I. *Twittering Machine*
Paul Klee

1. Do you see a bird?
2. Do you see a pattern?
3. Have you heard the birds in the morning? Can you whistle?
4. Do you think this is an imaginary machine?
5. What colors do you see?

II. *Sunflowers*

Vincent VanGogh

1. What colors do you see?
2. Are all the sunflowers alike?
3. How big is a sunflower?
4. How big would the vase be?

III. *Cave Art*

Lascaux, France

1. What animals do you see?
2. Do you think it was easy to paint on a cave wall?
3. Do you think it brought them good luck?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

artist

color

drawing

line—straight, curved, thick, thin, long, short,
horizontal, vertical, diagonal, zigzag

paint

paintbrush

painting

pattern

portrait

print

repeat

rubbing

sculpture

self-portrait

shape

size

texture

Grade One

The objectives for grade one continue to emphasize that the visual arts are about ideas. Development continues in cognitive, sensory, affective, and motor domains. Objectives will continue to emphasize the language of art. Art production will focus on increased communication, self-expression, and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

Visual Communication and Production

Elements of Art

- 1.1 The student will identify line and line variations—zigzag, dotted, wavy, and spiral.
(A: 1.3.2) (E: 1.2) (H: 1.5) (M: 1.16, 1.17, 1.20, 1.21) (S: 1.8)
- 1.2 The student will recognize that everything has a shape and shapes can be put together to make bigger shapes.
(A: 1.3, 1.7) (H: 1.4) (M: 1.16, 1.17, 1.21)
- 1.3 The student will recognize two-dimensional shapes and three-dimensional forms.
(A: 1.3, 1.8, 1.9) (E: 1.2) (M: 1.16, 1.17, 1.20) (S: 1.1)
- 1.4 The student will identify and use the primary colors—red, blue, and yellow.
(A: 1.3.1) (E: 1.2) (H: 1.5) (M: 1.16, 1.17, 1.20, 1.21) (S: 1.8)
- 1.5 The student will identify tactile texture.
(A: 1.3.3) (E: 1.2) (H: 1.5) (M: 1.16, 1.17, 1.20, 1.21) (S: 1.8)
- 1.6 The student will identify objects that occupy space—empty and full.
(A: 1.3.3) (H: 1.5) (M: 1.16, 1.17, 1.20, 1.21)

Principles of Design

- 1.7 The student will identify size relationships in art and the environment—*bigger than* and *smaller than*.
(A: 1.7) (E: 1.1, 1.2) (M: 1.6, 1.7, 1.12, 1.15, 1.19, 1.20) (S: 1.8)
- 1.8 The student will identify patterns as repeated lines, shapes, and color.
(A: 1.3, 1.10) (M: 1.16, 1.17, 1.21)

Processes and Skills

- 1.9 The student will recognize and discuss various solutions to a single art problem.
(A: 1.1) (E: 1.1, 1.2) (H: 1.5) (S: 1.1, 1.5)
- 1.10 The student will use the senses of vision, touch, and hearing as inspirations for works of art.
(A: 1.2) (S: 1.1)
- 1.11 The student will develop hand/eye coordination by drawing and constructing.
(A: 1.8) (E: 1.1, 1.2) (H: 1.4, 1.5) (M: 1.6, 1.12, 1.15, 1.16, 1.17, 1.20, 1.21) (S: 1.1)

1.12 The student will demonstrate motor skills by weaving, tearing, and folding.
(A: 1.10) (E: 1.1, 1.2) (M: 1.15, 1.21)

1.13 The student will safely use and care for art materials.
(A: 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10) (E: 1.1, 1.2, 1.3) (H: 1.10)

Activities

1.14 The student will create works of art inspired by spoken and written stories and poems.
(A: 1.4) (E: 1.11, 1.12) (H: 1.2)

1.15 The student will create art from real and imaginary sources of inspiration.
(A: 1.5) (E: 1.1, 1.2, 1.11, 1.12)

1.16 The student will use past experiences and simulated situations as subject matter in works of art.
(A: 1.6) (E: 1.2, 1.7) (H: 1.1, 1.2)

1.17 The student will observe and depict plants, animals, and people in a landscape work of art.
(A: 1.9) (E: 1.1, 1.2) (M: 1.15, 1.21) (S: 1.1)

1.18 The student will create a work of art using a variety of lines.
(A: 1.3, 1.8) (M: 1.21)

1.19 The student will create a painting using primary colors.
(A: 1.3)

1.20 The student will create a three-dimensional work of art.
(A: 1.3, 1.7, 1.8, 1.10)

Cultural Context and Art History

1.21 The student will recognize and describe how art is an integral part of one's own culture.
(A: 1.11) (H: 1.6, 1.12)

1.22 The student will identify and describe works of art that communicate feelings, ideas, and information.
(A: 1.12) (H: 1.11)

1.23 The student will identify American cultural symbols and events depicted in art.
(A: 1.13) (H: 1.3, 1.11) (M: 1.17)

1.24 The student will recognize that American art has changed through time.
(A: 1.11, 1.12, 1.13) (H: 1.1, 1.2, 1.3)

Judgment and Criticism

1.25 The student will discuss why viewers may have different responses to works of art.
(A: 1.14) (H: 1.12)

1.26 The student will view works of art and describe similarities and differences among them.
(A: 1.15) (H: 1.12) (M: 1.12, 1.15, 1.16, 1.17, 1.20, 1.21)

- 1.27 The student will respond orally to works of art with reference to primary colors, line, texture, shape, and pattern.
(A: 1.16) (M: 1.15, 1.16, 1.17, 1.20, 1.21)
- 1.28 The student will discuss the reasons why works of art have value.
(A: 1.18) (H: 1.8)

Aesthetics

- 1.29 The student will discuss various points of view regarding what art is and what purpose art serves.
(A: 1.19)
- 1.30 The student will describe and discuss ideas and emotions communicated through the visual qualities of works of art.
(A: 1.17, 1.20) (M: 1.15, 1.16, 1.17, 1.19, 1.20, 1.21)

Visual Literacy

- I. *The Jungle*
Henri Rousseau
1. What animals do you see?
 2. What plants do you see?
 3. What colors do you see?
 4. Have you ever been to a zoo?
 5. Did you ever see these animals in a zoo?
- II. *George Washington*
Gilbert Stuart
1. Who is the man in this work of art?
 2. Do you think this work of art is finished?
 3. Why do you think Stuart left this painting unfinished?
- III. *Campbell's Soup Can*
Andy Warhol
1. Do you see a pattern?
 2. Do you think this is art? Explain why you think this is or is not art.
 3. If you were to print an everyday object, what would you choose? Explain why you chose this object.

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

clay
collage
fire
fold
form
glaze
ground line

kiln
line—dotted, spiral, wavy, zigzag
mix
paper sculpture
primary colors
space
tactile texture

Grade Two

The objectives for grade two focus on the acquisition of a reservoir of ideas for art making. Students will acquire ideas from their own experiences, their schools, their communities, the environment, and the art of other cultures. Students will express these ideas using an increasing variety of art materials, skills, techniques, and processes.

Visual Communication and Production

Elements of Art

- 2.1 The student will demonstrate that lines can connect to form a shape.
(A: 2.3, 2.5) (H: 2.6) (M: 2.22)
- 2.2 The student will identify and use shapes—geometric and organic.
(A: 1.3.4, 2.3.2) (E: 2.5, 2.7, 2.8) (H: 1.5, 2.6) (M: 1.16, 1.17, 1.20, 1.21, 2.12, 2.13, 2.20, 2.21, 2.22, 2.25)
- 2.3 The student will identify and use three-dimensional forms—cube, cylinder, sphere, pyramid, and cone.
(A: 2.3.3) (E: 2.5) (H: 2.6) (M: 2.12, 2.13, 2.20, 2.21, 2.22, 2.25)
- 2.4 The student will identify and use the secondary colors—orange, violet, and green.
(A: 2.3.1) (E: 2.5) (H: 2.6) (M: 2.12, 2.13, 2.20, 2.21, 2.22, 2.25)
- 2.5 The student will identify and use visual texture.
(A: 1.3.3) (H: 1.5) (M: 1.16, 1.17, 1.20, 1.21)
- 2.6 The student will identify the horizon as where the ground and sky meet.
(A: 2.8)

Principles of Design

- 2.7 The student will depict objects in proportion within a work of art.
(A: 2.6) (M: 2.12) (S: 2.1)
- 2.8 The student will identify and use alternating and repeating patterns.
(A: 1.3.5) (E: 2.8, 2.11) (H: 1.5) (M: 1.16, 1.17, 1.20, 1.21) (S: 2.4, 2.5, 2.7)

Processes and Skills

- 2.9 The student will incorporate unanticipated results of art making in works of art.
(A: 2.1)
- 2.10 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
(A: 2.8) (E: 2.2) (H: 2.1) (M: 2.20, 2.21, 2.22, 2.23)
- 2.11 The student will demonstrate the ability to ink a surface and pull a print.
(A: 2.3) (S: 2.1, 2.3)

- 2.12 The student will demonstrate motor skills by weaving.
(A: 2.9) (E: 2.2, 2.8) (M: 2.25)
- 2.13 The student will demonstrate the ability to manipulate paper to create fringes, folds, and curls.
(A: 2.9) (E: 2.1, 2.2, 2.3) (S: 2.1)

Activities

- 2.14 The student will use literary sources to generate ideas for works of art.
(A: 2.2) (E: 2.1, 2.2, 2.3, 2.8) (M: 2.18)
- 2.15 The student will communicate an environmental or historical theme in a work of art.
(A: 2.4) (H: 2.1, 2.2) (M: 2.18, 2.23)
- 2.16 The student will create a still life work of art using inanimate objects as a visual source.
(A: 2.5) (E: 2.1, 2.2, 2.3) (M: 2.20, 2.21, 2.22, 2.25) (S: 2.1)
- 2.17 The student will collaborate with others to create a work of art.
(A: 2.7) (E: 2.3, 2.8, 2.11) (H: 2.10)
- 2.18 The student will create a three-dimensional work of art.
(A: 2.9) (E: 2.2, 2.3) (M: 2.12, 2.20, 2.21, 2.22, 2.25)
- 2.19 The student will create a work of art by manipulating clay.
(A: 2.10) (E: 2.1, 2.2, 2.3, 2.8, 2.11) (M: 2.20, 2.22, 2.25)

Cultural Context and Art History

- 2.20 The student will compare the art, artifacts, and architecture of other cultures with that of their own.
(A: 2.11) (H: 2.1, 2.2, 2.3) (M: 2.2, 2.20, 2.22, 2.23, 2.25)
- 2.21 The student will identify symbols that various cultures use to represent common themes.
(A: 2.12) (H: 2.1) (M: 2.20, 2.22, 2.23, 2.25)
- 2.22 The student will identify art from other cultures, including ancient Egypt, ancient China, and American Indians.
(A: 2.13) (H: 2.1, 2.2, 2.3, 2.4) (M: 2.20, 2.22, 2.23, 2.25)
- 2.23 The student will recognize that artists often see their community or surroundings (urban, suburban, or rural) as inspiration for works of art.
(A: 2.11, 2.12) (H: 2.1, 2.2)

Judgment and Criticism

- 2.24 The student will express opinions with supporting statements regarding works of art.
(A: 2.14) (M: 2.4)
- 2.25 The student will categorize works of art by subject matter, including portrait, landscape, and still life.
(A: 2.15) (H: 2.11) (M: 2.23)

- 2.26 The student will distinguish between natural objects and objects made by man in the environment.
(A: 2.16) (M: 2.20, 2.22, 2.25)

Aesthetics

- 2.27 The student will discuss local public art and its value to the community.
(A: 2.17) (H: 2.1)
- 2.28 The student will describe the meanings and feelings evoked by works of art.
(A: 2.18)
- 2.29 The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.
(A: 2.19) (H: 2.1, 2.12)

Visual Literacy

- I. *The Wave* (Detail from 36 views of Mt. Fuji)
Hokusai
1. What might make you think that this is a Japanese work of art?
 2. What do you think is happening in the print?
 3. Is there visual texture or tactile texture in this print?
- II. *The Dove*
Romare Bearden
1. What media did Bearden use in this work of art?
 2. What music influenced Bearden's work?
 3. Why was Bearden considered a member of the Harlem Renaissance?
- III. *Electrical prisms*
Sonia Delaunay
1. Should an artist paint only what is real and recognizable?
 2. What is a prism?
 3. What colors can you see through a prism?
 4. What shape is repeated in this painting? How many times do you see this shape?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

artifact	portrait
cone	pyramid
cube	secondary colors
cylinder	shapes—geometric, organic
form	sphere
fringe	still life
horizon	subject matter
landscape	symbol
museum	weave

Grade Three

The objectives for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures. Students will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

Elements of Art

- 3.1 The student will identify that movement can be created with line through repetition.
(A: 3.4) (E: 3.1, 3.2, 3.4, 3.8, 3.10) (S: 3.3)
- 3.2 The student will identify basic shapes in works of art.
(E: 3.8, 3.10) (M: 3.18) (H: 3.1)
- 3.3 The student will identify architectural forms that are variations of the cube, cylinder, sphere, pyramid, and cone.
(A: 3.10) (E: 3.3, 3.7, 3.8) (H: 3.1) (M: 3.18, 3.20, 3.24) (S: 3.18)
- 3.4 The student will identify and use the intermediate colors.
(A: 3.4.1) (E: 3.2) (M: 3.20, 3.24) (S: 3.1)
- 3.5 The student will identify and use warm and cool colors.
(A: 3.4.2) (M: 3.20, 3.24)
- 3.6 The student will create a work of art using tactile texture.
(A: 3.2) (E: 3.2, 3.7)
- 3.7 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
(A: 3.9) (M: 3.3, 3.14, 3.18, 3.20, 3.24) (S: 3.1)
- 3.8 The student will compare and contrast organic and geometric shapes in works of art.
(A: 3.5) (M: 3.18, 3.19, 3.20, 3.24)
- 3.9 The student will recognize positive and negative space.
(A: 3.4.3) (E: 3.2, 3.7, 3.8) (M: 3.20, 3.24) (S: 3.1)

Principles of Design

- 3.10 The student will create the illusion of depth on a two-dimensional surface using overlapping, size variation, and placement in the picture plane.
(A: 3.8) (M: 3.3, 3.14, 3.18, 3.20, 3.24)
- 3.11 The student will identify and use a variety of patterns.
(A: 3.4.5) (E: 3.2) (M: 3.20, 3.24) (S: 3.1)

3.12 The student will identify and use balance—symmetrical and asymmetrical.
(A: 3.4.4) (E: 3.2) (M: 3.20, 3.24) (S: 3.1)

3.13 The student will recognize that color can create emphasis in art.
(A: 3.2, 3.4, 3.8, 3.9, 3.11)

Processes and Skills

3.14 The student will identify innovative solutions used by artists to solve visual problems.
(A: 3.1)

3.15 The student will use various art processes and techniques to produce works of art.
(A: 3.2) (E: 3.1) (M: 3.14)

3.16 The student will demonstrate the ability to use a variety of brushstrokes.

3.17 The student will demonstrate the ability to draw by direct observation.

Activities

3.18 The student will develop art ideas from alternative sources, including print, non-print, and technology.
(A: 3.3) (E: 3.1, 3.10) (H: 3.2)

3.19 The student will create a work of art based on interpretation of sensory experiences.
(A: 3.6)

3.20 The student will create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts.
(A: 3.7) (E: 3.2, 3.5, 3.6, 3.10) (H: 3.1, 3.4) (M: 3.16, 3.18, 3.20, 3.24)

3.21 The student will produce a work of art that communicates feelings.
(A: 3.11) (E: 3.2, 3.8)

3.22 The student will create a pinch pot in clay.
(A: 3.2)

Cultural Context and Art History

3.23 The student will discuss how history, culture, and the visual arts influence each other.
(A: 3.13) (H: 3.1, 3.2, 3.4) (M: 3.16) (MU: 3.9)

3.24 The student will identify distinguishing characteristics of landscape, seascape, and cityscape.
(A: 3.14) (M: 3.18, 3.20, 3.24)

3.25 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.
(A: 3.15) (H: 3.1) (M: 3.16, 3.18, 3.20, 3.24)

3.26 The student will identify works of art that reflect times, places, and cultures.
(A: 3.16) (H: 3.1, 3.2, 3.3) (M: 3.16, 3.18, 3.20, 3.24)

- 3.27 The student will explain the role of archaeology in learning about the art of past cultures.
(A: 3.17) (H: 3.1, 3.2)
- 3.28 The student will recognize the role of the artist as a recorder of history prior to the invention of the camera.
(A: 3.13, 3.16) (H: 3.1, 3.2, 3.3)

Judgment and Criticism

- 3.29 The student will discuss why works of art have been interpreted in different ways throughout history.
(A: 3.18) (H: 3.1) (M: 3.16)
- 3.30 The student will describe the problem-solving process involved in producing personal works of art using appropriate art vocabulary.
(A: 3.19)
- 3.31 The student will discuss the difference between art and artifacts using appropriate art vocabulary.
(A: 3.20) (H: 3.1) (M: 3.16)
- 3.32 The student will categorize works of art by subject matter, including portrait, landscape, still life, and narrative.
(A: 3.21) (M: 3.10, 3.20, 3.24)
- 3.33 The student will analyze works of art for the use of
1. rhythm;
 2. balance—symmetry and asymmetry; and
 3. spatial relationships—overlapping, size, proportion, and placement.
- (A: 3.22) (M: 3.14, 3.18, 3.20, 3.24)

Aesthetics

- 3.34 The student will discuss how criteria used to value art varies from one culture to another.
(A: 3.23) (H: 3.1, 3.3)
- 3.35 The student will examine the relationship between beauty and function in the artifacts of a culture.
(A: 3.24) (H: 3.1, 3.2, 3.3)
- 3.36 The student will identify common attributes in works of art produced by artists within one culture.
(A: 3.25) (H: 3.1, 3.2, 3.3) (M: 3.16, 3.18, 3.20, 3.24)
- 3.37 The student will develop and describe personal reasons for valuing works of art.
(A: 3.26)

Visual Literacy

- I. *The Beasts of the Sea*
Henri Matisse
1. Which shapes remind you of objects found in nature?
 2. What technique was used to create this work of art?
 3. How did Matisse show depth in a work of art?

II. *Starry Night*

Vincent Van Gogh

1. Where do you think the artist was standing when he saw this scene?
2. If you could touch the painting, do you think it would feel rough or smooth?
3. How did Van Gogh make his paint look this way?
4. Which way is the wind moving?
5. How does Van Gogh make the scene appear to be moving?

III. *The Parthenon*

Athens, Greece

1. When was the Parthenon built?
2. The Parthenon was designed, built, and used for what purpose?
3. How did the Parthenon indirectly affect Thomas Jefferson's architectural design for the Capitol Building located in Richmond, Virginia?
4. When was the Capitol of Virginia built?

IV. *Sugaring Off*

Grandma Moses

1. Why was Anna Mary Moses referred to as "Grandma Moses?"
2. Why are the works of art of Grandma Moses classified as folk art?
3. What type of scenes did Grandma Moses usually paint?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

archaeology
architecture
artifact
asymmetry
background
balance
cityscape
cool colors
folk art
foreground
intermediate colors

middle ground
negative space
overlapping
palette
positive space
proportion
rhythm
seascape
symmetry
warm colors

Grade Four

The objectives for grade four continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Students explore a range of materials and subject matter. Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present. Students examine the influence of the past on contemporary culture.

Visual Communication and Production

Elements of Art

- 4.1 The student will identify and use a variety of lines in a work of art.
(A: 4.6) (E: 4.1, 4.9) (H: VS.1) (M: 4.14, 4.15, 4.16, 4.21)
- 4.2 The student will demonstrate that objects can be broken down into basic forms.
(A: 4.7, 4.10) (E: 4.4, 4.5) (M: 4.17)
- 4.3 The student will identify and use the characteristics of color, including hue, tint, shade, and intensity.
(A: 4.4)
- 4.4 The student will create a work of art using tints and shades to create a variety of values.
(A: 4.4) (S: 4.7)
- 4.5 The student will use shading techniques.
(A: 4.2, 4.6, 4.9)
- 4.6 The student will create visual texture in works of art.
(A: 4.2, 4.6)
- 4.7 The student will identify positive and negative space in works of art.
(A: 4.8)
- 4.8 The student will use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface.
(A: 4.9) (H: VS.1) (M: 4.14, 4.15, 4.16, 4.17, 4.21)

Principles of Design

- 4.9 The student will identify how proportion affects three-dimensional works of art.
(A: 4.7, 4.9)
- 4.10 The student will identify random and ordered pattern.
(A: 4.4, 4.6, 4.8) (E: 4.3) (M: 4.21)
- 4.11 The student will identify radial symmetry as a type of balance.
(E: 4.2, 4.5)
- 4.12 The student will demonstrate that a point of emphasis can be created with line.
(A: 4.6)

4.13 The student will identify and use variety in a work of art.
(A: 4.5) (M: 4.14, 4.16, 4.17, 4.21)

4.14 The student will identify and use unity in a work of art.
(A: 4.5) (M: 4.14, 4.16, 4.17, 4.21)

Processes and Skills

4.15 The student will generate ideas for works of art through discussion.
(A: 4.1) (H: VS.1)

4.16 The student will use thumbnail sketches to document thought processes when creating works of art.
(A: 4.2) (M: 4.5, 4.14, 4.15, 4.16, 4.17, 4.19, 4.21)

4.17 The student will demonstrate the ability to score a surface to create a fold.

4.18 The student will demonstrate the ability to change color values through controlled mixing.
(A: 4.4)

4.19 The student will demonstrate the ability to use watercolor techniques—wet-on-wet, wash, and dry-brush.

Activities

4.20 The student will create a work of art that uses themes, ideas, and art forms from the past.
(A: 4.3) (H: VS.1) (M: 4.5, 4.14, 4.15, 4.16, 4.17, 4.19, 4.21)

4.21 The student will describe and use hand-building techniques, including slab method to make a ceramic work of art.
(A: 4.7)

4.22 The student will create an abstraction based upon an object in the environment.
(A: 4.10) (M: 4.17)

4.23 The student will create a contour drawing.
(A: 4.6, 4.9)

4.24 The student will create a work of art that reflects the art, architecture, or crafts of colonial Virginia.
(A: 4.3) (H: VS.1)

Cultural Context and Art History

4.25 The student will compare and contrast abstract and realistic works of art.
(A: 4.11) (M: 4.17)

4.26 The student will identify the characteristics of cultural diversity in works of contemporary art.
(A: 4.12) (H: VS.9) (M: 4.5)

4.27 The student will identify the influences of ancient cultures on Early American architecture.
(A: 4.13) (H: VS.4) (M: 4.5)

- 4.28 The student will evaluate the importance of arts, crafts, and artists in the fulfillment of basic human needs in colonial Virginia.
(A: 4.14) (H: VS.3, VS.4)
- 4.29 The student will use research tools and procedures to investigate artists and their work.
(A: 4.15) (H: VS.4)
- 4.30 The student will recognize that colonial Virginia artists, architects, and craftsmen used materials available in their region.
(A: 4.3, 4.14, 4.15) (H: VS.1, VS.3, VS.4)

Judgment and Criticism

- 4.31 The student will analyze works of art based on visual properties.
(A: 4.16) (M: 4.14, 4.15, 4.16, 4.17, 4.21)
- 4.32 The student will distinguish among abstract, representational, and nonrepresentational works of art.
(A: 4.17) (H: VS.4, VS.9) (M: 4.5, 4.14, 4.15, 4.16, 4.17, 4.21)
- 4.33 The student will identify and investigate ways that works of art from popular culture reflect the past and how they influence the present.
(A: 4.18) (H: VS.4, VS.9) (M: 4.5, 4.19)
- 4.34 The student will support the selection of a work of art using appropriate art vocabulary.
(A: 4.19) (M: 4.14, 4.15, 4.16, 4.17, 4.21)
- 4.35 The student will categorize works of art by subject matter, including portrait, landscape, still life, narrative, and genre.
(A: 4.20) (H: VS.3, VS.4, VS.9) (M: 4.5, 4.14, 4.15, 4.16, 4.17, 4.21)

Aesthetics

- 4.36 The student will discuss how personal beliefs influence responses to works of art.
(A: 4.21)
- 4.37 The student will formulate questions about works of art from past or present cultures.
(A: 4.22) (H: VS.3, VS.4, VS.6, VS.7, VS.8, VS.9)
- 4.38 The student will select a preferred work of art from among others and defend the choice using appropriate art vocabulary.
(A: 4.23) (M: 4.14, 4.15, 4.16, 4.17, 4.21)

Visual Literacy

- I. *Mona Lisa*
Leonardo da Vinci
1. How did da Vinci depict depth in this painting?
 2. How did da Vinci create emphasis in this painting?
 3. Why is this painting considered a masterpiece?

II. *Three Musicians*

Picasso

1. Is this a realistic or abstract work of art? Why?
2. Is this a painting, a print, or a collage? Why?
3. Can you recognize the people and instruments in this work of art?
4. Identify the use of variety, unity, and repetition in this work of art.

III. *Monticello*

Thomas Jefferson

1. What architectural features of Monticello show influence from ancient Greece and Rome?
2. Identify the use of variety, repetition, and unity in the architectural design of Monticello.
3. List the geometric forms and shapes used in the design of Monticello.

IV. *Waterlily Pond* 1899 (Japanese Bridge)

Monet

1. Describe the artist's brushstrokes in this work of art.
2. How does the painting make you feel?
3. How did Monet create depth in this work of art?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

abstract	representational
blend	score
contour drawing	shade
craft	shading
dry-brush	sketching
emphasis	slab
genre	three-dimensional
hand-built	thumbnail sketch
hue	tint
intensity	two-dimensional
narrative	unity
nonrepresentational	value
pattern—random, ordered	variety
perspective	wash
radial symmetry	watercolor
realism	wet-on-wet

Grade Five

The objectives for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by cultures from pre-Columbian times to 1877. Students gain fluency in the use and understanding of the elements of art and the principles of design as they relate to artistic expression and communication.

Visual Communication and Production

Elements of Art

- 5.1 The student will identify converging lines as creating depth and movement.
(A: 5.3, 5.4, 5.8, 5.9) (E: 5.8)
- 5.2 The student will identify that shapes change when viewed from different viewpoints.
(A: 5.3, 5.4, 5.8, 5.9) (M: 5.15)
- 5.3 The student will identify that forms change when viewed from different focal points.
(A: 5.3, 5.4, 5.8, 5.9) (M: 5.16)
- 5.4 The student will use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.
(A: 5.2) (E: 5.8)
- 5.5 The student will create a work of art using color and black and white.
(A: 5.3)
- 5.6 The student will compare and contrast textural qualities in a work of art.
(A: 5.3)
- 5.7 The student will emphasize spatial relationships, diminishing size, and detail in works of art.
(A: 5.9) (M: 5.10, 5.15, 5.16)

Principles of Design

- 5.8 The student will identify pattern and repetition as a means to create movement in art.
(A: 5.3) (M: 5.19)
- 5.9 The student will use linear perspective in a work of art.
(A: 5.8) (M: 5.14)
- 5.10 The student will distinguish between symmetrical and asymmetrical balance in art and the environment.
- 5.11 The student will recognize that color intensity can be used to create a point.
(A: 5.3)
- 5.12 The student will identify that the use of different shapes can create variety in a work of art.
(A: 5.3)

- 5.13 The student will recognize that similar and repeated elements create unity.
(M: 5.11)

Processes and Skills

- 5.14 The student will synthesize information to produce works of art.
(A: 5.1) (H: VS.1, USI.1, USI.2, USI.4)
- 5.15 The student will develop ideas for works of art by conducting research, making preliminary sketches, and constructing models.
(A: 5.4) (H: VS.1, USI.1, USI.3, USI.4, USI.5) (M: 5.8, 5.9, 5.10, 5.11, 5.13, 5.15, 5.16)
- 5.16 The student will collaborate with others to produce a work of art that characterizes a historical time period.
(A: 5.5) (H: VS.1, VS.2, USI.1, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9)
- 5.17 The student will use art materials experimentally in expressive works of art.
(A: 5.10)
- 5.18 The student will use a computer to produce a work of art.
(A: 5.11)
- 5.19 The student will describe the changes that occur in clay during the ceramic process, including plastic, leatherhard, greenware, bisque, and glazeware.
(A: 5.13) (H: VS.3, USI.3, USI.4, USI.5)

Activities

- 5.20 The student will use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions.
(A: 5.3) (H: VS.1) (M: 5.9, 5.10, 5.13, 5.15, 5.16)
- 5.21 The student will defend a position regarding a historical or contemporary issue through the production of a work of art.
(A: 5.6) (H: VS.1, VS.3, USI.1, USI.3, USI.4, USI.5, USI.6, USI.7, USI.8, USI.9)
- 5.22 The student will demonstrate an understanding of symbolic meanings by incorporating symbols into a work of art.
(A: 5.7) (H: VS.1) (M: 5.15)
- 5.23 The student will use three-dimensional art media to create in the round, relief, and bas-relief sculptures.
(A: 5.12) (M: 5.10, 5.11, 5.16)
- 5.24 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.
(A: 5.14) (H: VS.3, VS.7, VS.9, USI.3, USI.4, USI.5, USI.8, USI.9)
- 5.25 The student will create a work of art in clay using the coil-building process.
(A: 3.12)
- 5.26 The student will add decorative textures to a work of art.

Cultural Context and Art History

- 5.27 The student will compare art, architecture, and artifacts of a past culture with that of the present.
(A: 5.15) (H: VS.3, VS.4, VS.8, VS.9, VS.10, USI.3, USI.4, USI.5, USI.8, USI.9)
(M: 5.9, 5.10, 5.11, 5.14, 5.15, 5.16)
- 5.28 The student will identify the influences of historic events, subject matter, and media in works of art.
(A: 5.16) (H: VS.1, VS.3, VS.4, VS.8, VS.9, USI.2, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9)
- 5.29 The student will research artists from a variety of cultures and the works of art they have produced.
(A: 5.17) (H: VS.3, VS.4, VS.8, VS.9, USI.2, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9)
- 5.30 The student will identify and discuss how American historical events influenced works of art, with emphases on westward expansion and the Civil War.
(A: 5.18) (H: VS.6, VS.7, USI.8, USI.9)
- 5.31 The student will research, compare, and contrast the art of two cultures using contemporary technology.
(A: 5.19) (H: VS.2, VS.3, VS.4, VS.8, VS.9, USI.3, USI.4, USI.8, USI.9)
- 5.32 The student will recognize the use of symbolism in native American art.
(A: 5.15, 5.16, 5.17, 5.18, 5.19) (H: VS.4, USI.3)

Judgment and Criticism

- 5.33 The student will compare and contrast art from various cultures and periods, including pre-Columbian, African-American, colonial American, and European, using appropriate art vocabulary.
(A: 5.20) (H: VS.2, VS.3, VS.4, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9) (M: 5.9, 5.10, 5.11, 5.14, 5.15, 5.16) (MU: 5.9)
- 5.34 The student will discuss an artist's point of view based on evidence perceived in works of art.
(A: 5.21) (H: VS.1, VS.2, VS.3, VS.4, VS.7, VS.8, VS.9, USI.2, USI.3, USI.4, USI.5, USI.6, USI.7, USI.8, USI.9)
- 5.35 The student will compare and contrast natural and constructed environments.
(A: 5.22) (H: VS.2, VS.3, VS.4, USI.3, USI.4, USI.5) (M: 5.15, 5.16)

Aesthetics

- 5.36 The student will discuss how criteria used to value art varies over time within the same culture.
(A: 5.23) (H: USI.4, USI.5, USI.6, USI.8, USI.9)
- 5.37 The student will describe a valued object within the culture of today in terms of aesthetic preferences.
(A: 5.24)
- 5.38 The student will articulate reasons for establishing preferences among works of art using appropriate art vocabulary.
(A: 5.25) (M: 5.9, 5.10, 5.11, 5.14, 5.15, 5.16)

Visual Literacy

- I. *Oriental Poppies*
Georgia O'Keeffe
 1. Why is O'Keeffe's work sometimes considered to be abstract?
 2. List the colors that you see in this work of art.
 3. Are the colors tints or shades?
 4. Do you like this work of art? Why or why not?
- II. *Tar Beach #2*
Faith Ringgold
 1. What two techniques were used to create this work of art?
 2. What do you think is happening in this work of art?
 3. How did the artist create depth in this work of art?
- III. *Mt. Rushmore*
Black Hills, South Dakota
Gutzon Borglum
 1. Who are the American presidents represented in this sculpture?
 2. Is the sculpture bas-relief, high-relief, or in the round?
 3. If a fifth person were going to be carved out of the mountain, who would you select? Why?
- IV. *The Outlaw*
Frederic Remington
 1. When and where do you think the artist lived?
 2. How did Remington create movement in this sculpture?
 3. What was the artist trying to make you feel or think?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

African-American	glazeware
bisque	greenware
coil	movement
colonial America	natural environment
converging lines	plastic
critique	pre-Columbian
diminishing detail	relief sculpture
diminishing size	symbol
European	terra cotta

Middle School Grades Six Through Eight

Each of the following objectives is considered necessary in a middle school setting. The objectives were designed to be covered in courses meeting daily for 18 weeks or longer. However, many Virginia middle schools offer three- to nine-week exploratory art programs in grades six and seven, making complete coverage of objectives difficult. For this reason, certain objectives may not be included in a course of study. The regional curriculum should be adjusted to accommodate local programs.

Grade Six

The objectives for grade six emphasize exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts. Students explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students are brought to understand the factors that distinguish artistic styles that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

Visual Communication and Production

Elements of Art

- 6.1 The student will identify line as creating movement in art.
- 6.2 The student will differentiate between two-dimensional shape and three-dimensional form.
(A: 6.6, 6.7) (M: 6.14, 6.17)
- 6.3 The student will describe and create organic forms.
- 6.4 The student will solve design problems using color relationships from the color wheel.
(A: 6.1)
- 6.5 The student will use chiaroscuro to create the illusion of form in a work of art.
(A: 6.6) (E: 6.3) (M: 6.13, 6.14, 6.17) (S: 6.1)
- 6.6 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.
(A: 6.5)
- 6.7 The student will use a variety of lines to create textures in a work of art.
(A: 6.5)
- 6.8 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.
(A: 6.3) (M: 6.14, 6.15, 6.17)

Principles of Design

- 6.9 The student will identify how spatial relationships and proportion affect unity and variety in two-dimensional and three-dimensional works of art.
(A: 6.2)
- 6.10 The student will identify rhythm, pattern, repetition, and movement in an art form.
(A: 6.2)

- 6.11 The student will distinguish balance as a means of organizing the elements in a work of art.
(A: 6.2)
- 6.12 The student will identify emphasis in a work of art.
(A: 6.2)
- 6.13 The student will identify contrast in a work of art.
- 6.14 The student will recognize that color, line, and shape can create unity in a work of art.
(A: 6.1, 6.2)

Processes and Skills

- 6.15 The student will show movement through gesture drawing.
- 6.16 The student will make secondary colors from primary colors.
(A: 6.1)

Activities

- 6.17 The student will produce a kinetic work of art.
(A: 6.7)
- 6.18 The student will create original works of art using computer graphics and computer-generated text.
(A: 6.9) (M: 6.9, 6.10, 6.13, 6.14, 6.15, 6.17)
- 6.19 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, and unity.
(A: 6.2) (M: 6.21)
- 6.20 The student will use primary and secondary colors to create a two-dimensional image.
(A: 6.1)
- 6.21 The student will create a drawing or painting that shows linear movement.
- 6.22 The student will utilize fantasy as a means of expression in a work of art.
(A: 6.8) (E: 6.4, 6.6)
- 6.23 The student will use visual memory skills to produce a work of art.
(A: 6.4)

Cultural Context and Art History

- 6.24 The student will identify the components of an artist's style, including materials, design, methods, and subject matter.
(A: 6.10) (E: 6.4, 6.9) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.7, USII.8)
- 6.25 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology.
(A: 6.11) (H: USI.4, USI.5, USI.8, USI.9, USII.3, USII.4, USII.5, USII.7)

- 6.26 The student will identify the contributions of artists to society.
(A: 6.12) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.2, USII.3, USII.4, USII.5, USII.7, USII.8)
- 6.27 The student will recognize, explore, and demonstrate through various means the influences of historical time periods, cultures, and styles on works of art (e.g., realism, impressionism, expressionism).
(A: 6.10, 6.11, 6.12) (E: 6.4, 6.9) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9)
- 6.28 The student will recognize, explore, and demonstrate through various means the role of art and design in society.
(A: 6.10, 6.11, 6.12) (E: 6.4, 6.9) (H: USI.7)

Judgment and Criticism

- 6.29 The student will discuss the ways that art can be persuasive.
(A: 6.13) (E: 6.2, 6.7, 6.8) (H: USI.2, USI.4, USI.5, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 6.30 The student will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.
(A: 6.14) (E: 6.2, 6.3, 6.8, 6.9) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8) (M: 6.9, 6.10, 6.13, 6.14, 6.15, 6.17)
- 6.31 The student will demonstrate inquiry skills and appropriate art vocabulary for:
1. describing works of art;
 2. responding to works of art;
 3. interpreting works of art; and
 4. evaluating works of art.
- (A: 6.15) (E: 6.2, 6.3, 6.5) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8) (M: 6.9, 6.10, 6.13, 6.14, 6.15, 6.17)
- 6.32 The student will discuss the ideas and emotions expressed in works of art using appropriate art vocabulary.
(A: 6.16) (E: 6.2, 6.3) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 6.33 The student will identify the relationship between art processes and final solutions.
(A: 6.17) (E: 6.3, 6.5, 6.7)
- 6.34 The student will identify and examine ethical standards in the use of
1. print and digital images;
 2. materials protected by copyright; and
 3. information technology.
- (A: 6.18) (H: USII.5)

Aesthetics

- 6.35 The student will respond to works of art and analyze responses in terms of cultural and visual meaning.
(A: 6.19) (E: 6.2, 6.5, 6.8) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)

- 6.36 The student will generate philosophical questions regarding meanings in works of art.
(A: 6.20) (E: 6.5, 6.7, 6.8) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 6.37 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.
(A: 6.21) (E: 6.5, 6.7) (H: USI.3, USI.4, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 6.38 The student will explain orally and in writing the means by which visual art evokes sensory and emotional responses.
(A: 6.22) (E: 6.1, 6.2, 6.7, 6.8) (H: USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)

Visual Literacy

- I. *Tombstones*
Jacob Lawrence
1. What complicated story does this composition tell you as a viewer?
 2. What shapes and colors are repeated in this work of art?
 3. What design element unifies the painting?
- II. *I and the Village*
Marc Chagall
1. What makes this painting a fantasy painting?
 2. What is an icon?
 3. What icons are used in this composition?
 4. What is the point of emphasis in this work of art? Why?
- III. *Lobster Trap and Fish Tail*
Alexander Calder
1. Why are mobiles kinetic sculpture?
 2. What are the differences between kinetic sculpture and other forms of sculpture?
 3. What type of balance is used in this work of art?
- IV. *Classic Landscape*
Charles Sheeler
1. How is this painting similar to a photograph?
 2. Where is the vanishing point?
 3. What elements of art achieve balance in this work of art?
- V. *The Conversion of St. Paul*
Caravaggio
1. How is the illusion of three-dimensionality achieved in this work of art?
 2. What is the center of interest in this work of art?
 3. What is the mood of this painting?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

balance
chiaroscuro
color wheel
contour
contrast
copyright
emphasis
form
geometric
gesture
gesture drawing
illusion
kinetic art
line
linear

linear movement
movement
one-point perspective
organic shape
persuasive
primary
proportion
secondary
shape
style
tactile texture
three-dimensional
two-dimensional
visual texture

Grade Seven

The objectives for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students acquire knowledge that permits them to identify art styles and the periods to which they belong. In addition, they become aware of a variety of art careers that they may consider. They develop inquiry skills and vocabulary as they explore the meaning of works of art through analysis of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Visual Communication and Production

Elements of Art

- 7.1 The student will use line variations, including directionality, width, and implied line to create contrasting qualities in a composition.
(A: 7.4) (M: 7.19)
- 7.2 The student will create contour line drawings that demonstrate perceptual skill.
(A: 7.7) (E: 7.6) (M: 7.6)
- 7.3 The student will recognize, explore, and utilize geometric shapes in two-dimensional and three-dimensional works of art.
(A: 7.9, 7.10) (M: 7.6, 7.9, 7.10, 7.19) (S: LS.5)
- 7.4 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.
(A: 7.1) (E: 7.4, 7.5)
- 7.5 The student will describe how the values of colors can be changed by adding black and white.
(A: 7.1)
- 7.6 The student will identify and use texture in two-dimensional and three-dimensional works of art.
(A: 7.3, 7.9) (M: 7.13) (S: LS.5)
- 7.7 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.
(A: 7.8) (M: 7.6)
- 7.8 The student will create an illusion of depth in two-dimensional works of art using a variety of the following devices:
 - 1. overlapping;
 - 2. atmospheric perspective;
 - 3. diminishing size and detail; and
 - 4. object placement in the picture plane.(A: 7.6) (M: 7.6, 7.9, 7.10, 7.19)

Principles of Design

- 7.9 The student will differentiate between realistic and exaggerated proportion.
(A: 7.3)
- 7.10 The student will describe how rhythm, movement, and pattern are used to organize a composition.
- 7.11 The student will differentiate between symmetrical and asymmetrical balance.
(A: 7.3)
- 7.12 The student will identify how emphasis is created in works of art in terms of line, shape, texture, value, color, form, and space.
(A: 7.3)
- 7.13 The student will apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
(A: 7.3) (M: 7.6, 7.9, 7.10, 7.19)

Processes and Skills

- 7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.
(A: 7.14) (E: 7.1, 7.3, 7.4) (H: CE.1)
- 7.15 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.
(A: 7.12) (E: 7.3, 7.5, 7.6) (H: USII.5, CE.1) (M: 7.9, 7.10)

Activities

- 7.16 The student will create original works of art using computer design programs.
(A: 7.13) (E: 7.6) (M: 7.6, 7.9, 7.10, 7.19)
- 7.17 The student will create works of art by representing and interpreting ideas from other fields of knowledge.
(A: 7.11) (E: 7.3, 7.4, 7.6, 7.7, 7.10) (H: USI.1, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.2, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8, CE.1) (M: 7.9, 7.10, 7.19)
- 7.18 The student will communicate information and ideas through illustration.
(A: 7.5) (E: 7.1, 7.6) (H: USI.1, USI.2, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.2, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8) (M: 7.6, 7.9, 7.10, 7.19)
- 7.19 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.
(A: 7.2) (M: 7.6, 7.19)
- 7.20 The student will create original works of art using printmaking techniques.
- 7.21 The student will create a color wheel that reflects primary, secondary, and intermediate colors.

Cultural Context and Art History

- 7.22 The student will identify styles and themes in works of art from historical times and places.
(A: 7.15) (H: USI.1, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 7.23 The student will compare and contrast the characteristics of public art and monuments.
(A: 7.16) (E: 7.2, 7.5, 7.7) (H: USI.3, USI.4, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 7.24 The student will compare various art careers and the methods of preparing for them.
(A: 7.17) (E: 7.7, 7.8, 7.9) (H: CE.12)
- 7.25 The student will recognize, explore, and demonstrate through various means the influences of historical time periods, cultures, and styles on works of art (e.g., realism, non-objective, abstract).
(E: 7.2, 7.5, 7.7, 7.8, 7.9)
- 7.26 The student will identify styles and themes in works of art from historical times and places.
(A: 7.15) (E: 7.2, 7.5, 7.7, 7.8, 7.9) (H: USI.1, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 7.27 The student will recognize, explore, and demonstrate through various means the role of art and design in society through multicultural themes.
(A: 7.15) (E: 7.2, 7.5, 7.7, 7.8, 7.9) (H: USI.1, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)

Judgment and Criticism

- 7.28 The student will identify and examine the uses and impact of persuasive techniques in print and electronic media.
(A: 7.18) (E: 7.2, 7.3, 7.6, 7.8, 7.10) (H: USII.5, CE.1) (M: 7.6, 7.9, 7.10, 7.19)
- 7.29 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art.
(A: 7.19) (E: 7.3, 7.8, 7.10) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8, CE.1) (M: 7.6, 7.9, 7.10, 7.19)
- 7.30 The student will identify and examine criteria for judging works of art.
(A: 7.20) (H: CE.1)
- 7.31 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.
(A: 7.21) (H: USII.5, CE.11)
- 7.32 The student will analyze, interpret, and respond to works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary.
(A: 7.22) (H: USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8, CE.1) (M: 7.6, 7.9, 7.10, 7.19)

- 7.33 The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences.
(A: 7.23) (H: USI.3, USI.4, USI.5, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 7.34 The student will identify the processes artists use to create works of art by analyzing rough sketches, drafts, and series.
(A: 7.24) (E: 7.6, 7.8, 7.10)

Aesthetics

- 7.35 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
(A: 7.25) (H: USI.1, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8)
- 7.36 The student will generate questions and possible answers to questions about works of art.
(A: 7.26) (E: 7.1, 7.3, 7.4, 7.7) (H: USII.1, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8, CE.1)
- 7.37 The student will describe ways that social and cultural beliefs can influence responses to works of art.
(A: 7.27) (E: 7.5) (H: CE.3)
- 7.38 The student will describe personal sensory responses to the visual qualities of a work of art.
(A: 7.28) (H: USI.1, USI.3, USI.4, USI.5, USI.6, USI.8, USI.9, USII.1, USII.2, USII.3, USII.4, USII.5, USII.6, USII.7, USII.8, CE.1)

Visual Literacy

- I. *Sky and Water*
M.C. Escher
1. How did Escher achieve unity in this work of art?
 2. How did Escher achieve variety in this work of art?
 3. How is contrast used in this work of art?
- II. *Number 1 Lavender Mist*
Jackson Pollack
1. Is this considered a work of art? Why?
 2. Is it the process or the product that creates a work of art?
 3. How is color used to promote cohesion within the work of art?
- III. *American Gothic*
Grant Wood
1. Does the composition contain symmetrical or asymmetrical balance?
 2. What clues in the painting tell you about the setting Wood selected for the composition?
 3. How are size, overlapping, proportion, and placement used in the composition? Why?

IV. *Vietnam Memorial*

The Mall, Washington, D.C.

Meta Vaux Warrick

1. What was the process used to select the design and the artist for this memorial sculpture?
2. What elements are used to show movement?
3. How does this monument compare to the Washington Monument?
4. How does size impact viewer emotional responses?

V. *Vietnam Women's Memorial*

The Mall, Washington, D.C.

Glenna Goodacre

1. What is public art?
2. What would inspire an artist to create a work of art based on war and suffering?
3. How does this work compare to the Vietnam Memorial?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

analogous
asymmetrical
atmospheric perspective
color scheme
commercial design
complementary
composition
contour line
diminishing detail
diminishing size
directionality

implied
monochromatic
overlapping
public art
realistic
subject
symbols
symmetrical
themes
two-point perspective

Grade Eight

The objectives in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning. Students debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a world view, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

Visual Communication and Production

Elements of Art

- 8.1 The student will describe how lines can be used to create depth.
(A: 8.4)
- 8.2 The student will differentiate between geometric and organic shapes.
(M: 8.9, 8.10)
- 8.3 The student will identify realistic and stylized form in three-dimensional art.
(A: 8.6) (S: PS.1)
- 8.4 The student will create works of art that emphasize specific formal color relationships.
(A: 8.1) (S: PS.9)
- 8.5 The student will use line to create value in a work of art.
(A: 8.5)
- 8.6 The student will differentiate between representational and inventive textures.
- 8.7 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing.
(A: 8.3) (H: WHI.13)

Principles of Design

- 8.8 The student will identify how proportion affects the perception of the human form.
- 8.9 The student will identify how rhythm is used in three-dimensional art.
- 8.10 The student will identify how placement of shapes affects the balance of a composition.
(A: 8.2)
- 8.11 The student will differentiate between dominant and subordinate elements in a work of art.
(A: 8.2)

8.12 The student will describe how artists create variety in works of art.
(A: 8.2)

8.13 The student will differentiate between unity and variety in a work of art.
(A: 8.2)

Processes and Skills

8.14 The student will identify and analyze uses of typography in graphic arts.
(A: 8.7)

8.15 The student will demonstrate skill in combining text and imagery using computer technology.
(A: 8.8)

8.16 The student will create the illusion of three-dimensional forms through shading, including stippling and crosshatching.
(A: 8.5)

8.17 The student will create a sculpture in the round using the principles of design.
(A: 8.6)

Activities

8.18 The student will apply ethical procedures in the execution of works of art.
(A: 8.10) (H: CE.11)

8.19 The student will create and maintain an art portfolio.
(A: 8.9) (M: 8.7, 8.8, 8.9, 8.17)

8.20 The student will produce a drawing demonstrating two-point perspective.
(A: 8.4) (H: WHI.13) (M: 8.6, 8.8, 8.17)

8.21 The student will create a hand-built ceramic piece.
(A: 8.6)

8.22 The student will create three-dimensional works of art using a variety of themes and processes.
(A: 8.6)

8.23 The student will create a drawing by direct observation of an object in a still life or natural environment.

8.24 The student will produce a drawing emphasizing shading through crosshatching, stippling, and linear techniques.
(A: 8.5)

8.25 The student will create a painting that demonstrates knowledge of color relationships.
(A: 8.2)

8.26 The student will further expand and develop the use of the elements of art and the principles of design.
(A: 8.2) (M: 8.6, 8.7, 8.8, 8.9, 8.17)

Cultural Context and Art History

- 8.27 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.
(A: 8.11) (E: 8.6) (H: CE.1, WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13)
- 8.28 The student will describe and place a variety of works in historical and cultural contexts.
(A: 8.12) (E: 8.6) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13)
- 8.29 The student will identify the role of artists in mass media.
(A: 8.13) (E: 8.6) (H: CE.12)
- 8.30 The student will identify major art movements and influential artists according to geography, culture, and historical period.
(A: 8.14) (E: 8.6) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13)
- 8.31 The student will recognize, explore, and demonstrate through various means how art reflected life in ancient cultures, periods, and civilizations.
(A: 8.11) (E: 8.6) (H: 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.10)

Judgment and Criticism

- 8.32 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.
(A: 8.15) (M: 8.7, 8.8, 8.17)
- 8.33 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.
(A: 8.16) (E: 8.4, 8.5, 8.6) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13)
- 8.34 The student will communicate how personal experiences influence critical judgments about works of art.
(A: 8.17)
- 8.35 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary.
(A: 8.18) (E: 8.2, 8.4, 8.5, 8.6) (H: CE.4)
- 8.36 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.
(A: 8.19) (E: 8.3, 8.4, 8.6) (M: 8.6, 8.7, 8.8, 8.17)

Aesthetics

- 8.37 The student will discuss and analyze the purposes, values, and meanings of works of art.
(A: 8.20) (E: 8.1, 8.3) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13)

- 8.38 The student will formulate and respond to meaningful questions about works of art based upon observations and interpretations.
(A: 8.21)
- 8.39 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary.
(A: 8.22)

Visual Literacy

- I. *Self-Portrait with Pipe and Bandaged Ear*
Van Gogh
1. How do the colors used in the painting reflect the artist's mood?
 2. Does the texture used in the work of art affect the mood of the work?
 3. What does this portrait tell you about Van Gogh?
- II. *Three Flags*
Jasper Johns
1. How is line used in this work of art?
 2. Why is this work of art considered abstract?
 3. Why did Johns choose flags as the subject matter for this composition?
- III. *Fallingwater House–Kaufmann House*
Bear Run, Pennsylvania
Frank Lloyd Wright
1. How was this structure designed to relate to its environmental site?
 2. Why did Wright design and erect this structure over water?
 3. Why are Wright's architectural designs classified as art?
- IV. *Reclining Figure*
Henry Moore
1. How did Moore use abstraction to depict the figure?
 2. What type of sculpture is this work of art?
 3. How would the view change as you walked around the sculpture?
 4. How do the negative and positive space help balance this work of art?
- V. *Fur-Covered Cup, Saucer, and Spoon*
Meret Oppenheim
1. Does the use of texture alter the visual, tactile, and emotional reaction to common objects?
 2. Why might a viewer feel uncomfortable viewing this work of art?
 3. What purpose does this work of art serve?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

aerial perspective
architecture
critique
cross-hatching
dominate
hand-built ceramics
inventive texture
portfolio
proportion
realistic

representational
shading
spectrum
stippling
stylized
subordinate
symbolism
symbols
typography

Art I: Art Foundations

The objectives for Art I: Art Foundations emphasize the development of abilities to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. The objectives represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. Students will maintain a portfolio documenting their accomplishments. Students will select representative work to take to the next level of study. By the time students complete Art IV, the culminating portfolio will demonstrate quality, breadth of experience, technical skill, concentration, and growth over time.

Visual Communication and Production

Elements of Art

- AI.1 The student will demonstrate the ability to differentiate between varied line quality in their work and in the works of others.
(A: AI.3, AI.7, AI.8, AI.9) (E: 9.1, 9.2, 9.4) (M: G.2, G.9, G.10, G.12, G.14)
- AI.2 The student will demonstrate the ability to identify and examine different shapes for defining space in works of art.
(A: AI.3, AI.6, AI.7) (D: DI.1, DI.3, DI.7) (E: 9.1, 9.2) (M: G.2, G.9, G.10, G.12, G.14)
- AI.3 The student will demonstrate the ability to identify, examine, and contrast two-dimensional implied form and three-dimensional actual form.
(A: AI.3) (M: G.2, G.9, G.10, G.12, G.14)
- AI.4 The student will demonstrate the ability to identify and utilize color theory—create colors, color relationships, and color schemes.
(A: AI.3, AI.8) (E: 9.2, 9.4) (M: G.2, G.9, G.10, G.12, G.14)
- AI.5 The student will demonstrate the ability to identify, examine, and use value (light and dark) in representational and non-representational works of art.
(A: AI.3, AI.6, AI.9) (M: G.2, G.9, G.10, G.12, G.14)
- AI.6 The student will demonstrate the ability to identify and examine textures for creating and implying texture.
(A: AI.3, AI.9) (M: G.2, G.9, G.10, G.12, G.14)
- AI.7 The student will demonstrate the ability to identify and examine spatial concepts.
(A: AI.3, AI.6) (D: DI.1, DI.3, DI.7) (M: G.2, G.9, G.10, G.12, G.14) (T: TH.6)

Principles of Design

- AI.8 The student will demonstrate an advanced level of knowledge of proportion.
(A: AI.3) (M: G.2, G.9, G.10, G.12, G.14)
- AI.9 The student will identify patterns of rhythm and how they affect the composition of works of art.
(A: AI.3) (D: DI.3, DI.7, DI.8) (M: G.2, G.9, G.10, G.12, G.14) (T: TI.2)

- AI.10 The student will identify different types of balance and how they affect the composition and perception of works of art.
(A: AI.3) (D: DI.1, DI.2) (M: G.2, G.9, G.10, G.12, G.14)
- AI.11 The student will identify and examine effective use of emphasis in works of art.
(A: AI.3) (M: G.2, G.9, G.10, G.12, G.14)
- AI.12 The student will identify and examine how variety in art is achieved through the use of the elements of design in a work of art.
(A: AI.3, AI.13) (M: G.2, G.9, G.10, G.12, G.14)
- AI.13 The student will identify and examine how manipulation of the elements of art and the principles of design create unity in a work of art.
(A: AI.3) (M: G.2, G.9, G.10, G.12, G.14)

Processes and Skills

- AI.14 The student will demonstrate skill in selecting, preparing, and displaying works of art.
(A: AI.10)
- AI.15 The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design.
(A: AI.3) (D: DI.1, DI.2, DI.3, DI.7, DI.8, DI.17) (M: G.2, G.9, G.10, G.12, G.14)

Drawing

- AI.16 The student will utilize one-point and two-point perspectives.
(A: AI.6) (M: G.9, G.12, G.14)
- AI.17 The student will use the following media:
1. pen and ink;
2. pencil; and
3. charcoal.
(A: AI.6) (M: G.9, G.12, G.14)
- AI.18 The student will apply texture or shading through line, cross-hatching, hatching, stippling, blending, and scumbling.
(A: AI.6) (M: G.9, G.12, G.14)
- AI.19 The student will use contour and gesture lines in drawing.
(A: AI.6) (M: G.9, G.12, G.14)
- AI.20 The student will select, use, and care for design and drawing tools.
(A: AI.6) (M: G.9, G.12, G.14)
- AI.21 The student will list and define the elements of art.
(A: AI.3, AI.6) (D: DI.1, DI.2, DI.3, DI.7, DI.8) (M: G.2, G.9, G.10, G.12, G.14) (T: TI.2)

Painting

- AI.22 The student will apply paint to achieve visual textures.
(A: AI.3, AI.6) (M: G.2, G.9, G.10, G.12, G.14)

- AI.23 The student will use the color wheel as an organizational tool.
(A: AI.3, AI.6) (M: G.2, G.9, G.10, G.12, G.14)
- AI.24 The student will use varying hue, value, and intensity.
(A: AI.3, AI.6) (M: G.2, G.9, G.10, G.12, G.14)
- AI.25 The student will differentiate between transparent and opaque as they relate to the visual arts.
(A: AI.13) (M: G.2, G.12, G.14)

Sculpture

- AI.26 The student will explain the elements of art and the principles of design as they relate to three-dimensional forms.
(A: AI.3) (M: G.2, G.9, G.10, G.12, G.14)
- AI.27 The student will differentiate between relief and in the round sculpture.
(A: AI.6, AI.13) (M: G.2, G.9, G.12, G.14)
- AI.28 The student will use paper, wire, and found materials to create sculpture.
(A: AI.6, AI.8) (M: G.9, G.12, G.14)
- AI.29 The student will explain shape in relationship to form.
(A: AI.6, AI.13) (M: G.2, G.9, G.12, G.14)

Activities

Drawing

- AI.30 The student will create a drawing from direct observation of objects in a still life or natural environment that includes proper proportion and shading techniques.
(A: AI.3) (M: G.2, G.9, G.10, G.12, G.14)
- AI.31 The student will create a drawing that includes architectural elements using two-point perspective.
(A: AI.3, AI.6) (M: G.2, G.9, G.10, G.12, G.14)

Painting

- AI.32 The student will create a painting that utilizes a specific color theory.
(A: AI.3, AI.6, AI.13) (M: G.2, G.9, G.10, G.12, G.14)
- AI.33 The student will create a painting that utilizes the principles of hue, value, and intensity for expressive purposes.
(A: AI.3, AI.6, AI.7) (E: 9.3) (M: G.2, G.9, G.10, G.12, G.14)

Sculpture

- AI.34 The student will create a sculpture using a variety of materials and symbols to express ideas in works of art.
(A: AI.7) (E: 9.3) (M: G.9, G.12)

Technology

- AI.35 The student will study computers and technology as they relate to the visual arts.
(A: AI.5) (D: DI.16) (E: 9.4, 9.8) (H: 9.5, 9.10, 9.11) (MU: HS.2, HS.4, HS.6, IB.16, CB.9, TI.4)

Careers

- AI.36 The student will investigate a wide range of careers in the visual arts.
(A: AI.11) (D: DI.10, DI.14, DI.19) (H: WHI.15) (MU: CB.12, IB.20, CI.12)

Portfolio Development

- AI.37 The student will select representative works of art for a portfolio.
(A: AI.30) (E: 9.7) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.13, WHI.14, WHI.15)

Sketchbook/Journal

- AI.38 The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
(A: AI.1)

Cultural Context and Art History

- AI.39 The student will describe connections between media, elements of art, principles of design, themes, and concepts among works of art.
(A: AI.12) (D: DI.12, DI.21) (E: 9.4) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.14, WHI.15) (M: G.2, G.9, G.10, G.12, G.14) (T: TI.7, TI.8, TI.10, TI.11)
- AI.40 The student will describe works of art using appropriate art vocabulary.
(A: AI.13) (D: DI.16, DI.18) (E: 9.4) (M: G.2, G.12, G.14) (MU: HS.1, IB.23) (T: TI.9, TI.13)
- AI.41 The student will identify and categorize works of art according to medium, period, style, and artist.
(A: AI.14) (D: DI.11, DI.12, DI.13, DI.23) (E: 9.2, 9.3, 9.4) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.14, WHI.15) (MU: IB.14, IB.24, CH.14) (T: TI.8)
- AI.42 The student will identify features of a work of art that influence meaning, including media, subject matter, and formal choices.
(A: AI.15) (D: DI.17) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.13, WHI.14, WHI.15) (M: G.2, G.9, G.10, G.12, G.14) (MU: HS.9, CB.14) (T: TI.11, TI.12)
- AI.43 The student will describe the role of mass media in influencing preference, perception, and communication.
(A: AI.16) (E: 9.4, 9.6, 9.8) (M: WHI.15) (MU: HS.6, CB.11)

- AI.44 The student will describe the function, purpose, and perceived meanings of specific works of art.
(A: AI.17) (D: DI.11, DI.12, DI.13, DI.21, DI.23) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (M: G.9, G.10) (MU: IB.14, IB.21, IB.24, CB.14) (T: TI.8)
- AI.45 The student will identify and examine symbols in works of art and discuss possible reasons for their use.
(A: AI.18) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (MU: IAB.21, CB.9)

Judgment and Criticism

- AI.46 The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.
(A: AI.19) (D: DI.16, DI.18) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (MU: HS.4, IB.23, CB.2) (T: TI.9)
- AI.47 The student will critique works of art with reference to the elements of art and the principles of design.
(A: AI.20) (D: DI.1, DI.2, DI.3, DI.5, DI.7, DI.8) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (MU: HS.7, IB.15, IB.18, CB.4, CB.5, CB.7, CB.8) (T: TI.4, TI.10, TI.11)
- AI.48 The student will demonstrate the ability to use the Feldman model for formal criticism (description, analysis, interpretation, and judgment).
(A: AI.20, AI.21) (D: DI.15) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (MU: HS.7, IB.24, CB.11) (T: TI.11)
- AI.49 The student will differentiate between personal preference and informed judgment when discussing works of art.
(A: AI.22)
- AI.50 The student will use established criteria to participate in critiques.
(A: AI.23) (D: DI.19) (MU: HS.7, CB.11, CI.11) (T: TI.2)
- AI.51 The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.
(A: AI.24) (D: DI.16) (E: 9.2, 9.6) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (MU: HS.7, CB.11) (T: TI.11)
- AI.52 The student will classify works of art as representational, abstract, nonobjective, and conceptual.
(A: AI.25) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15)

- AI.53 The student will differentiate between personal preference and informed judgment when discussing works of art.
(A: AI.22)

Aesthetics

- AI.54 The student will discuss how aesthetics are reflected in everyday life.
(A: AI.26) (D: DI.21) (T: TI.12)
- AI.55 The student will discuss ways that aesthetic responses to works of art differ from judgments.
(A: AI.27) (D: DI.21) (T: TI.13)
- AI.56 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.
(A: AI.28) (D: DI.20) (E: 9.6, 9.7) (T: TI.13)
- AI.57 The student will discuss current problems and issues of the art world.
(A: AI.29) (D: DI.21)
- AI.58 The student will study and describe the aesthetic properties found in works of art.
(A: AI.30) (D: DI.13, DI.22) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (MU: IB.24, CB.14, CI.14) (T: TII.15, TII.16)
- AI.59 The student will speculate on the intentions and choices of those who created a work of art.
(A: AI.31) (D: DI.23) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (MU: IB.24, CB.14) (T: TI.1, TI.12)
- AI.60 The student will discuss art from a variety of aesthetic stances, including
1. formalism—relating the visual elements and principles of design to the way a viewer responds to those compositions;
 2. expressionism—relating the emotional life of the artist to the emotional impact of the work of art;
 3. contextualism—understanding art in terms of personal, social, or historical information that cannot be gathered simply from observing the work of art itself; and
 4. imitationalism—representing living things and inanimate objects.
- (A: AI.32) (D: DI.20) (H: WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.8, WHI.9, WHI.10, WHI.11, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15) (MU: CB.12) (T: TI.11, TI.13)

Visual Literacy

- I. *Night Watch*
Rembrandt Van Rijn
1. Discuss the use of light and shadow in Rembrandt's painting and which hue dominates.
 2. What are the characteristics of Baroque art?
 3. Why was Rembrandt poor when he died?

- II. *Sistine Chapel Ceiling*
Michelangelo Buonarroti
1. How did Michelangelo use the perspective device called foreshortening in his work?
 2. What characteristics in the *Sistine Chapel Ceiling* categorize Michelangelo as an Italian Renaissance artist?
 3. Explain the method of painting Michelangelo used to create the images on the ceiling of the Sistine Chapel.
- III. *School of Athens*
Raphael
1. How does Raphael create the feeling of space in this painting?
 2. How does the subject reflect the ideals of the Renaissance?
 3. How is modeling used?
- IV. *Mrs. N. Palace*
Louise Nevelson
1. What is an assemblage?
 2. How does Nevelson create and then unify her assemblages?
 3. How does Nevelson typify the Modern Art Movement in the twentieth century?
- V. *The Bath*
Mary Cassatt
1. What Impressionistic characteristics are reflected in the style and works of Cassatt?
 2. What principles and other influences has Cassatt utilized in her works?
 3. What is the recurring theme in Cassatt's work?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

abstract	digital camera
aesthetics	elements of art
analogous	Expressionism
assemblage	expressionist
asymmetry	foreshortening
Baroque	Formalism
blending	found objects
chiaroscuro	fresco
chroma	functional
conceptual	gesture
contextualist	hatching
contour	imitationist
Central Processing Unit (CPU)	in the round sculpture
criteria	materials
critique	Modern Art Movement
cross-hatching	monochromatic

Vocabulary (continued)

mural
non-functional
non-objective
non-representational
opaque
portfolio
principles of design
radial balance
relief sculpture
Renaissance
representational

scumbling
sketchbook
spatial perspective
still life
stippling
symbolism
symmetrical
tactile texture
transparent
visual texture

Art II: Intermediate

The objectives for Art II: Intermediate extend and refine abilities to investigate and respond to the visual arts. The objectives emphasize the importance of content, concepts, and skills involved in the creation of original works of art. The objectives introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Students will continue to maintain a portfolio and select representative work to take to the next level of study.

Visual Communication and Production

Elements of Art

- AII.1 The student will expand upon types of line in the study and creations of work of art—outline, contour, gesture, sketching, and calligraphy.
(A: AII.3, AII.5, AII.7, AII.8) (M: G.2, G.9, G.10, G.12, G.14) (T: TII.5)
- AII.2 The student will expand upon the ways that different shapes define space through figure, object, and ground relationships.
(A: AII.3, AII.5, AII.7, AII.8) (D: DII.3) (M: G.2, G.9, G.10, G.12, G.14)
- AII.3 The student will expand upon two-dimensional implied form and three-dimensional actual form in the study and creation of works of art.
(A: AII.3, AII.5, AII.7, AII.8, AII.9) (M: G.2, G.9, G.10, G.12, G.14) (MU: CI.10) (T: TII.6)
- AII.4 The student will expand upon the ways that colors interact in the study and creation of works of art.
(A: AII.3, AII.5, AII.7, AII.8) (M: G.2, G.9, G.10, G.12, G.14)
- AII.5 The student will expand techniques for creating value in works of art.
(A: AII.3, AII.5, AII.7, AII.8) (M: G.2, G.9, G.10, G.12, G.14)
- AII.6 The student will expand upon the techniques for creating simulated and actual textures in the study and creation of works of art.
(A: AII.3, AII.7, AII.8) (M: G.2, G.9, G.10, G.12, G.14) (MU: CI.10)
- AII.7 The student will expand upon the techniques for creating the illusion of depth in the study and creation of works of art.
(A: AII.3, AII.5, AII.7, AII.8) (M: G.2, G.9, G.10, G.12, G.14)

Principles of Design

- AII.8 The student will expand upon effective uses of proportion in the study and creation of works of art, including the human body and facial forms.
(A: AII.3) (M: G.2, G.9, G.10, G.12, G.14)
- AII.9 The student will expand upon the uses of rhythm in the study and creation of works of art.
(A: AII.3) (D: DII.3) (M: G.2, G.9, G.10, G.12, G.14) (MU: II.4, II.18, CI.6, CI.7, CI.8) (T: TII.3)
- AII.10 The student will expand upon the interpretation of balance in the study and creation of works of art.
(A: AII.3) (D: DII.2) (M: G.2, G.9, G.10, G.12, G.14) (MU: CI.4)

AII.11 The student will expand upon the ways that emphasis influences the study and creation of works of art.

(A: AII.3) (M: G.2, G.9, G.10, G.12, G.14)

AII.12 The student will expand upon how unity can contribute to effective compositions in works of art.

(A: AII.3) (E: 10.7, 10.10) (M: G.2, G.9, G.10, G.12, G.14) (MU: CB.5)

Processes and Skills

Drawing

AII.13 The student will apply multiple methods of showing depth in a drawing—overlapping, size, placement, detail, color, and converging lines.

(A: AII.3) (D: DII.6) (M: G.2, G.9, G.10, G.12, G.14)

AII.14 The student will utilize cross-hatching, stippling, and line contours in the illustration of a form.

(A: AII.3) (M: G.2, G.9, G.10, G.12, G.14)

AII.15 The student will utilize the human figure in a composition.

(A: AII.7)

Painting

AII.16 The student will demonstrate the ability to arrange a palette appropriately for painting in terms of the planned color schemes.

(A: AII.3, AII.5) (M: G.2, G.9, G.10, G.12, G.14)

AII.17 The student will demonstrate the ability to differentiate between permanent and ephemeral materials.

(A: AII.5)

AII.18 The student will demonstrate the ability to combine imagery from a number of sources to create a painting concept.

(A: AII.5) (D: DII.16)

AII.19 The student will demonstrate the ability to demonstrate watercolor techniques—dry-brush, wet-into-wet, and wet-on-dry.

(A: AII.5)

Printmaking

AII.20 The student will demonstrate the ability to identify and differentiate among printmaking processes.

(A: AII.5, AII.9) (M: G.12)

Sculpture

AII.21 The student will compare and contrast methods of creating three-dimensional imagery (e.g., sculpture in the round, relief sculpture).

(A: AII.5, AII.6) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15) (M: G.9, G.10) (T: TII.6)

- AII.22 The student will demonstrate the ability to use appropriate additive and subtractive methods of working with clay to create sculpture.
(A: AII.5)
- AII.23 The student will demonstrate the ability to use organic or geometric forms to develop a concept for three-dimensional media.
(A: AII.3) (M: G.2, G.9, G.10, G.12, G.14)

Activities

Drawing

- AII.24 The student will produce a drawing using spatial perspective—shading, overlapping, positioning objects, details, and varying size change.
(A: AII.3, AII.7) (M: G.2, G.9, G.10, G.12, G.14) (T: TII.6)
- AII.25 The student will draw a figure showing accurate facial and body proportions using foreshortening.
(A: AII.3) (M: G.2, G.9, G.10, G.12, G.14)
- AII.26 The student will draw a still life and expand upon modeling techniques and overlapping to create space.
(A: AII.3, AII.7) (M: G.2, G.9, G.10, G.12, G.14)
- AII.27 The student will use multiple techniques of perspective to produce a landscape drawing.
(A: AII.3) (M: G.2, G.9, G.10, G.12, G.14) (T: TII.6)

Painting

- AII.28 The student will create a painting expanding upon the elements of art and principles of design in a variety of art media.
(A: AII.3) (M: G.2, G.9, G.10, G.12, G.14) (T: TII.13)

Printmaking

- AII.29 The student will create a print edition that explores the technical aspects of a specific printing technique.
(A: AII.5, AII.7)

Sculpture

- AII.30 The student will create a sculpture in the round using an expanded range of techniques.
(A: AII.5)

Series

- AII.31 The student will develop a series or sequence of related works of art.
(A: AII.10) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15)

Technology

- AII.32 The student will use technology to create and manipulate images.
(A: AII.4) (D: DII.13, DII.16) (E: 10.4, 10.7, 10.10) (M: G.2, G.9, G.10, G.12, G.14) (MU: HS.2, HS.4, HS.6, II.16, CI.8, CI.9) (S: GEO.2)

Careers

- AII.33 The student will demonstrate an understanding of an art career through oral or written communication.
(A: AII.12) (D: DII.9, DII.12) (H: WHII.15, WG.7) (MU: II.20, CI.12) (T: TII.7, TII.10)

Portfolio Development

- AII.34 The student will demonstrate the ability to evaluate and select works of art for an expanded portfolio.
(A: AII.2)

Sketchbook/Journal

- AII.35 The student will expand the use of a sketchbook/journal by adding preliminary sketches, finished drawings, critical writings, and class notes.
(A: AII.1) (M: G.2, G.12, G.14)

Cultural Context and Art History

- AII.36 The student will identify works of art and artistic developments that relate to historical time periods and locations.
(A: AII.13) (D: DII.10) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15, WG.1, WG.3, WG.4, WG.6, WG.8, WG.12) (M: G.2, G.9, G.10) (MU: II.14, II.24, CI.12, CI.14)
- AII.37 The student will discuss or write about art history using an expanded art vocabulary.
(A: AII.14) (D: TI.9) (E: 10.1, 10.3, 10.9, 10.10) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15, WG.1, WG.4, WG.6, WG.12) (M: G.2, G.9, G.10, G.12, G.14) (MU: HS.3)
- AII.38 The student will identify and examine works of art in their historical context and relate them to historical events.
(A: AII.15) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15) (MU: MII.14, CI.12) (T: TII.8, TII.10)
- AII.39 The student will describe distinguishing features in works of art that may be used to differentiate among a variety of historical periods and cultural contexts.
(A: AII.10, AII.15, AII.16) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15, WG.1, WG.4, WG.6, WG.7, WG.8, WG.12) (MU: II.24)
- AII.40 The student will examine and discuss societal conditions that influence works of art.
(A: AII.17) (D: DII.11) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15, WG.1, WG.3, WG.4, WG.6, WG.7, WG.8, WG.9, WG.12)

- AII.41 The student will identify and analyze the function and meaning of a work of art or an artifact in its original context.
(A: AII.18) (D: DII.10) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.13, WHII.14, WHII.15, WG.2, WG.4, WG.6, WG.8, WG.12)
- AII.42 The student will describe symbols present in works of art in relation to historical meaning.
(A: AII.19) (D: DII.9) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15)

Judgment and Criticism

- AII.43 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.
(A: AII.20) (D: DII.15, DII.17) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15, WG.1, WG.3, WG.4, WG.6, WG.12) (M: G.2, G.9, G.10, G.12, G.14) (T: TII.13)
- AII.44 The student will use an expanded art vocabulary to assess personal works of art in terms of effectively communicating ideas.
(A: AII.21) (D: DII.17) (E: 10.1, 10.9) (M: G.2, G.9, G.10, G.12, G.14)
- AII.45 The student will demonstrate orally and in writing the ability to interpret and compare historical references found in original works of art.
(A: AII.22) (D: DII.15) (E: 10.7, 10.9, 10.10) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15, WG.1, WG.3, WG.4, WG.12) (M: G.2, G.10)
- AII.46 The student will identify and analyze characteristics of works of art that represent a variety of styles.
(A: AII.23) (D: DII.10) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15) (M: G.2, G.9, G.10, G.12, G.14) (T: TII.3, TII.13)
- AII.47 The student will participate in class critiques and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).
(A: AII.24) (T: TII.12)
- AII.48 The student will describe how the perception of quality in works of art has changed over time.
(A: AII.25) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15) (T: TII.10)

Aesthetics

- AII.49 The student will examine, compare, and contrast aesthetic ideals throughout history.
(A: AII.26) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15, WG.1, WG.6) (MU: CI.14)
- AII.50 The student will discuss how responses to the natural environment differ from responses to the manmade or constructed environment.
(A: AII.27) (T: TII.6)

- AII.51 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.
(A: AII.28) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15) (T: TII.15)
- AII.52 The student will support opinions by reasoned processes using an expanded art vocabulary.
(A: AII.29) (D: DII.17, DII.19) (M: G.2, G.9, G.10, G.12, G.14)
- AII.53 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a work of art.
(A: AII.30) (D: DII.20) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15)
- AII.54 The student will research and investigate the intentions of those who created specific works of art.
(A: AII.31) (H: WHII.1, WHII.2, WHII.3, WHII.4, WHII.5, WHII.6, WHII.7, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12, WHII.13, WHII.14, WHII.15, WG.1, WG.4, WG.6) (T: TII.12)
- AII.55 The student will investigate and demonstrate that art can be viewed from a variety of aesthetic stances.
(A: AII.32) (D: DII.20)

Visual Literacy

- I. *Water Lilies*
Claude Monet
1. Why did Monet paint more than 100 water lily compositions?
 2. Why is Monet called “The Father of Modern Art?”
 3. Why was Impressionism such a revolutionary idea for the art community of the time?
- II. *Fallingwater House–Kaufmann House*
Bear Run, Pennsylvania
Frank Lloyd Wright
1. How did the environment influence Wright’s architecture?
 2. What materials were used for this structure?
 3. What does the phrase “form follows function” mean in terms of Wright’s architecture?
- III. *The Volunteers*
Käthe Schmidt Kollwitz
1. How do bold marks and lack of color convey the message of the artist?
 2. What formal training did Kollwitz receive?
 3. Why was her art classified as “degenerate” by the Nazi regime?
 4. Kollwitz’s art is associated with which art period?
- IV. *Garden of Delights*
Hieronymus Bosch
1. What kind of figures has Bosch used to represent the forces of good in the *Garden of Delights*?
 2. How has Bosch used color in this painting and what kind of mood does it create?
 3. How is Bosch’s work representative of Northern Renaissance art?

V. *Pottery*

Maria Martinez

1. How did Martinez learn to work with clay?
2. What clay methods and firing techniques did Martinez use to produce her pottery?
3. Describe the elements of art that Martinez uses to create her pottery.

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

actual form
additive method
analysis
animation
architecture
bisque
calligraphic
carving
casting
ceramics
claymation
composition
contrast
converging lines
crafts
criticism models:
 Barrett
 Broudy
 Feldman
culture
dry-brush painting
emphasis
engraving
etchings
firing
genre
glazing
gradation
greenware

implied form
Impressionism
intaglio
kiln
lithograph
mixed media
mobile
modeling
mosaic
narrative
origami
outline
overlapping
placement
pointilism
Post-Impressionism
printmaking
serigraph
silk screen
sketching
slip
social context
stabile
style
subtractive method
value scale
wet-into-wet
wet-on-dry
woodcut

Art III: Advanced Intermediate

The objectives for Art III: Advanced Intermediate continue the emphasis on development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased, and includes cultural and stylistic issues and creative problem solving. Study at this level affords students the opportunity to develop a personal direction in the production of their works of art or to further academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study.

Visual Communication and Production

Elements of Art

- AIII.1 The student will manipulate and analyze varied line quality to achieve intended effects in created works of art.
(A: AIII.3, AIII.6) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.2 The student will analyze the effects that varied shapes have on spatial relationships.
(A: AIII.3) (D: DII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.3 The student will manipulate and analyze two-dimensional implied form and three-dimensional actual form to achieve intended effects in created works of art.
(A: AIII.3, AIII.6) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.4 The student will analyze the way color theories affect the completed works of art
(A: AIII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.5 The student will manipulate and analyze value techniques to achieve intended effects in created works of art.
(A: AIII.3, AIII.6) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.6 The student will manipulate and analyze the effects of textural qualities to achieve intended effects in created works of art.
(A: AIII.3, AIII.6) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.7 The student will manipulate and analyze spatial concepts to achieve intended effects in created works of art.
(A: AIII.3, AIII.6) (D: DI.3, DI.7) (M: G.2, G.9, G.10, G.12, G.14, AII.18)

Principles of Design

- AIII.8 The student will utilize and analyze proportion to achieve the intended effects in creating works of art.
(A: AIII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.9 The student will utilize and analyze rhythm to achieve the intended effects in creating works of art.
(A: AIII.3) (D: DI.3, DI.8, DII.3) (E: 11.1, 11.2) (M: G.2, G.9, G.10, G.12, G.14, AII.18) (MU: CB.9, IAD.18, CAD.9)

- AIII.10 The student will analyze and use balance to achieve the intended effects in creating works of art.
(A: AIII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.11 The student will utilize and analyze emphasis to achieve the intended effects in creating works of art.
(A: AIII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.12 The student will utilize and analyze variety to achieve the intended effects in creating works of art.
(A: AIII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18) (MU: CAD.10)
- AIII.13 The student will utilize and analyze unity to achieve the intended effects in creating of works of art.
(A: AIII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18)

Processes and Skills

Drawing

- AIII.14 The student will use value as a means of expression.
(A: AIII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.15 The student will develop imagery from real and imaginary sources.
(A: AIII.8)
- AIII.16 The student will investigate approaches to depicting the human figure.
(A: AIII.6)
- AIII.17 The student will develop and practice an experimental approach to drawing.
(A: AIII.3, AIII.6) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.18 The student will recognize the use and impact of different points of view in perspective drawing.
(A: AIII.6)

Painting

- AIII.19 The student will use various painting media, techniques, processes, tools, and equipment to create paintings that reflect specific art periods.
(A: AIII.3, AIII.6, AIII.7) (M: G.2, G.9, G.10, G.12, G.14, AII.18)

Sculpture

- AIII.20 The student will translate two-dimensional sketches into three-dimensional form.
(A: AIII.1, AIII.3) (E: 11.9) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.21 The student will describe and explain a variety of structural support systems for sculpture.
(A: AIII.3) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.22 The student will properly finish and preserve the surface of a completed sculpture.
(A: AIII.6) (E: 11.1, 11.2, 11.4)

Activities

Drawing

- AIII.23 The student will create drawings depicting the human figure emphasizing gesture, proportion, and modeling.
(A: AIII.3, AIII.6) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.24 The student will create a portrait that utilizes or shows an awareness of facial planes.
(A: AIII.3, AIII.6) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.25 The student will create a landscape drawing in the style of a selected artist.
(A: AIII.3, AIII.6, AIII.8) (E: 11.7, 11.9) (M: G.2, G.9, G.10, G.12, G.14, AII.18)
- AIII.26 The student will create a still life drawing in the style of a selected artist.
(A: AIII.6, AIII.12) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (M: G.9, G.10)

Painting

- AIII.27 The student will plan and develop a composition for a painting that reflects an idea.
(A: AIV.3, AIV.5, AIV.6, AIV.7) (H: GOVT.1, GOVT.9)

Sculpture

- AIII.28 The student will demonstrate the ability to create three-dimensional imagery—carving, casting, modeling, or assemblage.
(A: AIII.6, AIII.8)
- AIII.29 The student will create a bas-relief sculpture.
(E: 11.1, 11.2, 11.7, 11.9)

Series

- AIII.30 The student will develop a series or sequence of related works of art.
(A: AIII.5)

Technology

- AIII.31 The student will create a work of art that integrates electronic and traditional media.
(A: AIII.4) (E: 11.9) (M: G.2, G.12) (MU: HS.2, HS.4, HS.6, IAD.16, CAD.8)

Careers

- AIII.32 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal.
(A: AIII.11) (H: VUS.14) (MU: IAD.20, CAD.12)

Portfolio Development

- AIII.33 The student will maintain a portfolio that demonstrates the ability to select work objectively, based on technical skill, personal style, direction, and intended purpose by
1. developing an area of concentration; and
 2. editing and updating the portfolio to take to Art IV.
- (A: AIII.2)

Sketchbook/Journal

- AIII.34 The student will maintain a sketchbook/journal that demonstrates research, fluency of ideas, concepts, media, and processes.
- (A: AIII.1) (M: G.2, G.9, G.10, G.12, G.14)

Cultural Context and Art History

- AIII.35 The student will research and analyze art styles and cultures related to portfolio development.
(A: AIII.12) (D: DI.13, DII.11) (E: 11.3) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (M: G.9, G.10) (MU: IAD.14, IAR.14, IAR.24, CB.14, CI.14, CAD.14, CAR.14, CAR.15)
- AIII.36 The student will compare and analyze relationships between styles or cultures using an expanded art vocabulary.
(A: AIII.13) (D: DII.13) (E: 11.2) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (M: G.2, G.9, G.10, G.12, G.14) (MU: CB.12, CB.14, HS.6, IAD.23, IAD.24) (T: TI.6, TII.9, TII.10, TII.11)
- AIII.37 The student will identify the distinguishing features that place a work of art within a particular style, region, or period.
(A: AIII.14) (D: DI.11, DI.12, DI.13, DII.10, DII.11) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (M: G.9, G.10) (MU: HS.6, IAD.23, IAD.24, CB.14) (T: TII.9, TII.10, TII.11)
- AIII.38 The student will analyze and discuss the influences of one culture upon another.
(A: AIII.15) (D: DII.11, DII.13) (E: 11.3) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: HS.6, IAD.24, CB.14) (T: TI.8, TII.9, TII.10, TII.11)
- AIII.39 The student will describe the relationship between form and function as they relate to culture and style.
(A: AIII.16) (D: DII.11) (E: 11.3) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (M: G.10) (MU: HS.7, IAD.24, CB.14) (T: TII.9, TII.10, TII.11)
- AIII.40 The student will categorize works of art by styles and cultures.
(A: AIII.17) (D: DI.13, DII.11) (E: 11.3) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (M: G.9, G.10) (MU: HS.6, IAD.24, CB.14, CAD.11, CAD.14, CAR.11, CAR.14) (T: TII.9, TII.10, TII.11)

Judgment and Criticism

- AIII.41 The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.
(A: AIII.18) (D: DI.16, DI.18, DII.16, DII.17, DII.18) (E: 11.1, 11.2) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: CI.11, IAD.21, IAR.21) (T: TI.9, TII.12, TII.14)
- AIII.42 The student will write a critique of a work of art assuming the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist, or contextualist.
(A: AIII.19) (D: DI.17) (E: 11.7) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (T: TI.10, TII.13, TII.14)
- AIII.43 The student will compare and defend two or more points of view regarding a work of art.
(A: AIII.20) (D: DI.17, DII.18) (E: 11.2) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: CB.12, IAR.19, CI.14, CAD.14, CAR.14) (T: TII.12, TII.14)
- AIII.44 The student will participate in developing criteria for a class critique.
(A: AIII.21) (D: DII.18) (E: 11.1, 11.2, 11.9) (MU: HS.9, CI.11, IAD.23) (T: TI.9, TI.10, TI.11, TI.12, TI.13, TI.14)
- AIII.45 The student will analyze the attributes of a work of art in terms of its ability to evoke a viewer response and command sustained attention.
(A: AIII.22) (E: 11.1) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: CAD.12, CAD.14, CAR.12, IAR.25) (T: TI.9, TI.10, TI.11, TII.12, TII.13, TII.14)

Aesthetics

- AIII.46 The student will analyze the changes in aesthetic sensibilities that result from the influence of one culture upon another.
(A: AIII.23) (D: DI.20, DI.23) (E: 11.2) (H: VUS.1, VUS.2, VUS.3, VUS.4, VUS.5, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.12, VUS.13) (MU: HS.7, HS.9, IAD.24, CAR.15) (T: TI.12, TI.13, TII.15, TII.16)
- AIII.47 The student will research, compare, and contrast the aesthetic ideals of two or more artists.
(A: AIII.24) (D: DI.22) (E: 11.9, 11.2) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: HS.7, IAD.20, IAD.24) (T: TI.12, TI.13, TII.15, TII.16)
- AIII.48 The student will demonstrate in writing the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
(A: AIII.25) (D: DII.21) (E: 11.7, 11.9) (MU: HS.5, HS.6, HS.7) (T: TI.12, TI.13, TII.15, TII.16)
- AIII.49 The student will debate the perceived intentions of those creating works of art.
(A: AIII.26) (D: DI.21) (E: 11.1, 11.2) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: HS.5, HS.7, HS.9) (T: TI.12, TI.13, TII.15, TII.16)
- AIII.50 The student will study, describe, analyze, and interpret the aesthetic qualities of works of art.
(A: AIII.27) (D: DI.20, DI.21, DII.19, DII.21) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: HS.7, HS.9, CI.11, CI.14) (T: TI.12, TI.13, TII.16)

AIII.51 The student will defend multiple points of view regarding works of art.

(A: AIII.28) (D: DI.22, DI.23, DII.21) (E: 11.2) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: HS.5, HS.7, HS.9, IAD.23) (T: TI.12, TI.13, TII.16)

AIII.52 The student will describe the effects works of art have on groups, individuals, and cultures.

(A: AIII.29) (D: DI.11, DI.12, DI.13, DI.14, DI.21, DI.23, DII.20) (E: 11.1, 11.2) (H: VUS.1, VUS.2, VUS.4, VUS.6, VUS.7, VUS.8, VUS.9, VUS.10, VUS.11, VUS.13, VUS.14) (MU: HS.5, HS.6, HS.7, HS.9, CB.12, CB.14, CI.12, CI.14, CAD.12, CAD.15, CAR.12, CAR.15, IAD.23, IAD.24, IAR.23, IAR.24)

Visual Literacy

I. *Drawing Hands*

M.C. Escher

1. Escher specialized in what type of art?
2. What objects dominate Escher's work?
3. Explain how mathematical tessellations and crystallography apply to his work?

II. *Red Canna*

Georgia O'Keeffe

1. O'Keeffe was associated with which art movement and artist group ?
2. Why did O'Keeffe magnify flowers?
3. What other subject matter dominated O'Keeffe's work?
4. Why do you think O'Keeffe selected the subject matter portrayed in her work?

III. *The Thinker*

August Rodin

1. Why was Rodin's work controversial during his lifetime?
2. Why is he considered an artist of the Impressionist movement?
3. What sculpture processes did he use to produce his works of art?

IV. *Brillo Box*

Andy Warhol

1. Warhol's work is classified as part of which art movement?
2. Why did Warhol select a Brillo box as his subject matter?
3. What impact did his choices of subject matter have on society?
4. Identify objects and people he selected as subjects for his works of art.

V. *Breezing Up*

Winslow Homer

1. Homer's work embodies which American art movement of the twentieth century?
2. Explain Homer's statement, "They are all in the same boat," after examination of the painting.
3. Homer, a self-taught artist, utilized which medium and subject matter to become a major influence in the visual arts?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

Abstract Expressionism

balance

bas-relief

caricature

collage

convex

diptych

encaustic

facial planes

fixative

gesso

graphic design

grog

impasto

logo

marbelize

maskoid

morphing

motifs

optical illusion

papier mâché

polymer

Pop Art

portrait

resist

shuttle

slab

tapestry

tessellation

theme

triptych

underglaze

unity

variety

vignette

warp

watermark

wedge

weft

Art IV: Advanced

The objectives for Art IV: Advanced Art reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and the student-directed approach at this level richly enhances personal expressive abilities. Visual communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the curriculum, and an advanced level of performance in each is necessary. The student will continue to maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program.

Visual Communication and Production

Elements of Art

- AIV.1 The student will demonstrate an advanced level of knowledge through the ability to synthesize the use of line within personal works of art.
(A: AIV.3)
- AIV.2 The student will demonstrate an advanced ability to use varied shapes to define space in personal works of art.
(A: AIV.3)
- AIV.3 The student will demonstrate an advanced ability to recognize and use two-dimensional implied form and three-dimensional actual forms in works of art.
(A: AIV.2, AIV.3, AIV.5)
- AIV.4 The student will demonstrate an advanced level of knowledge of color theory and application when producing personal works of art.
(A: AIV.10)
- AIV.5 The student will demonstrate an advanced level of skill in creating variations of value in personal works of art.
(A: AIV.5)
- AIV.6 The student will demonstrate an advanced ability to synthesize the use of texture within personal works of art.
(A: AIV.3) (E: 12.8)
- AIV.7 The student will demonstrate an advanced level of knowledge and skill through an ability to synthesize spatial concepts within personal works of art.
(A: AIV.2, AIV.3)

Principles of Design

- AIV.8 The student will demonstrate an advanced level of knowledge through the ability to synthesize proportion techniques within personal works of art.
(A: AIV.3)

AIV.9 The student will demonstrate an advanced level of rhythmic pattern knowledge by synthesizing it within personal works of art.

(A: AIV.3) (MU: IAR.4, IAR.18, CAD.6, CAD.9, CAR.6, CAR.8, CAR.9)

AIV.10 The student will demonstrate an advanced level of ability to synthesize balance techniques within personal works of art.

(A: AIV.3)

AIV.11 The student will demonstrate an advanced ability to use emphasis in personal works of art.

(A: AIV.3) (MU: IAR.10)

AIV.12 The student will demonstrate an advanced ability to use variety in personal works of art.

(A: AIV.3)

AIV.13 The student will demonstrate an advanced ability to use unity in personal works of art.

(A: AIV.3) (MU: CAD.10, CAR.5)

Processes and Skills

Drawing

AIV.14 The student will demonstrate the ability to articulate drawing concepts through the use of journals/sketchbook.

(A: AIV.1)

AIV.15 The student will demonstrate the ability to apply complex drawing skills using a variety of media.

(A: AIV.5)

AIV.16 The student will demonstrate the ability to identify the ways an individual work of art is influenced by a series.

(A: AIV.2)

Painting

AIV.17 The student will use various painting media, techniques, processes, tools, and equipment to create paintings that reflect their own interest, imagination, and creativity.

(A: AIV.3, AIV.6, AIV.8) (H: GOVT.1, GOVT.9, GOVT.16, GOVT.17, GOVT.18)

Sculpture

AIV.18 The student will combine a variety of sculptural techniques to convey a personal statement in a work of art.

(A: AIV.6) (H: GOVT.1, GOVT.9)

AIV.19 The student will recognize and explain the relationship between sculpture and architecture.

(A: AIV.3)

Activities

Drawing

- AIV.20 The student will use a variety of tools and media to create a series of drawings.
(A: AIV.5, AIV.10)

Painting

- AIV.21 The student will create an acrylic painting to reflect a personal interpretation of a historical painting style.
(A: AIV.7)

Sculpture

- AIV.22 The student will create a sculpture reflective of a planned and developed concept in chosen media.
(A: AIV.5, AIV.6) (H: GOVT.1, GOVT.9)

Series

- AIV.23 The student will develop a series or sequence of related works of art.
(A: AIV.10)

Technology

- AIV.24 The student will create a personal work of art using technology and electronic media.
(A: AIV.4) (MU: IAR.16, CAD.8)

Careers

- AIV.25 The student will evaluate careers in the visual arts in relation to personal skills, art aptitudes, and interests.
(A: AIV.11) (H: GOVT.16)

Portfolio Development

- AIV.26 The student will demonstrate mastery through a culminating portfolio that exhibits quality, concentration, breadth of experience, technical skill, and development over time in the following areas:
1. works of art that exhibit an understanding of human anatomy, composition, and spatial relationships;
 2. a comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style;
 3. examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio; and
 4. works of art that demonstrate personal responsibility and integrity for ethical procedures.
- (A: AIV.2, AIV.8) (H: GOVT.16, GOVT.17, GOVT.18)

Sketchbook/Journal

AIV.27 The student will maintain a self-directed sketchbook/journal demonstrating independent research directly related to studio work.

(A: AIV.1)

Exhibition

AIV.28 The student will present and display works of art as part of the artistic process by:

1. selecting works of art for display;
2. preparing them for display;
3. publicizing the exhibition;
4. presenting the exhibition; and
5. completing a self-evaluation of the exhibition.

(A: AIV.9)

Cultural Context and Art History

AIV.29 The student will select, research, and analyze artists and works of art related to personal areas of concentration in art.

(A: AIV.12) (D: DII.10) (E: 12.8) (MU: CAD.12) (T: TII.9, TII.11)

AIV.30 The student will use an extensive, high-level art vocabulary to analyze, evaluate, and interpret meaning in the work of selected artists.

(A: AIV.13) (D: DII.10) (E: 12.2)

AIV.31 The student will describe where, when, and by whom specific works of art were created.

(A: AIV.14) (E: 12.8) (H: GOVT.1) (MU: CAR.15, IAD.14)

AIV.32 The student will compare and analyze perceived relationships between the features in works of selected artists and personal works of art.

(A: AIV.15) (D: DII.11) (E: 12.5) (T: TII.3.6, TII.11.3)

AIV.33 The student will identify the influences of selected artists on society and culture.

(A: AIV.16) (D: DII.11) (MU: IAD.14) (T: TII.2)

AIV.34 The student will justify choices and influences from art history reflected in personal works of art.

(A: AIV.17) (D: DII.11) (E: 12.1) (T: TII.9)

AIV.35 The student will discuss how the function and intended meaning of personal work is a reflection of contemporary culture.

(A: AIV.18) (D: DII.11, DII.12) (E: 12.5) (H: GOVT.17, GOVT.18) (T: TII.12)

AIV.36 The student will develop personal symbols and incorporate them in works of art.

(A: AIV.19) (D: DII.16) (MU: CAD.8.1, IAD.21) (T: TII.9.2)

Judgment and Criticism

AIV.37 The student will consistently use an extensive, high-level art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.

(A: AIV.20) (D: DII.16) (E: 12.4) (H: GOVT.1, GOVT.17, GOVT.18)

- AIV.38 The student will write a personal critique of a current art exhibition.
(A: AIV.21) (E: 12.1, 12.7) (H: GOVT.1, GOVT.17, GOVT.18) (MU: CAR.14) (T: TII.12, TII.14)
- AIV.39 The student will identify, analyze, and apply a variety of criteria for making visual judgments.
(A: AIV.22) (D: DII.20) (E: 12.4) (H: GOVT.1) (T: TII.12, TII.14)
- AIV.40 The student will demonstrate the ability to conduct an effective critique.
(A: AIV.23) (E: 12.2, 12.7) (H: GOVT.1) (MU: CAR.13) (T: TII.12)
- AIV.41 The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and potential contribution to personal works of art.
(A: AIV.24) (D: DII.11, DII.16) (E: 12.4) (H: GOVT.1) (MU: IAD.23) (T: TII.14)
- AIV.42 The student will apply the processes of art criticism to a work of art and examine its uses in contemporary society.
(A: AIV.21) (H: GOVT.1, GOVT.17, GOVT.18)

Aesthetics

- AIV.43 The student will explain how experiences and values affect aesthetic responses to works of art.
(A: AIV.25) (D: DII.20) (E: 12.2, 12.7) (H: GOVT.17) (MU: IAD.23) (T: TII.12)
- AIV.44 The student will discuss in writing the application of criteria for making visual aesthetic judgments to personal works of art.
(A: AIV.26) (D: DII.15) (E: 12.7) (H: GOVT.1)
- AIV.45 The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views.
(A: AIV.27) (E: 12.7) (H: GOVT.1, GOVT.17, GOVT.18) (MU: IAD.23) (T: TII.12, TII.14)
- AIV.46 The student will study, analyze, interpret, and relate the aesthetic qualities of other works of art to personal work.
(A: AIV.28) (E: 12.7) (H: GOVT.1, GOVT.17, GOVT.18)
- AIV.47 The student will justify personal perceptions of an artist's intent through visual clues and research.
(A: AIV.29) (E: 12.1, 12.8) (H: GOVT.1)
- AIV.48 The student will discuss in writing the impact of contemporary art on the development of a personal style.
(A: AIV.30) (E: 12.7, 12.8) (H: GOVT.1) (MU: IAD.23, IAD.24)

Visual Literacy

- I. *Guernica, 1937*
Pablo Ruiz Picasso
1. How has Picasso used life experiences as the subject matter in *Guernica*?
 2. What use of the elements of art has Picasso employed to convey a message about historical events of his time?
 3. What characteristics of *Guernica* would classify this work as a Cubist painting?
 4. How might imitationalists, formalists, and emotionalists respond to this work?

II. *Personal Values*

René Magritte

1. What is the significance of the objects depicted in this work of art?
2. Which principles of art has Magritte made most dominant in his work?
3. How has Magritte altered the subject matter to make this work surreal?
4. In judging this work, which aesthetic theory would be most appropriate?

III. *The Domino Players*

Horace Pippin

1. How does the artist's cultural heritage influence this painting?
2. How did Pippin become disabled and how did his disability affect his art?
3. Why might Pippin's work be considered autobiographical?

IV. *Old Maud*

O. Winston Link

1. Link's love of his subject matter "almost to birth" led to his documenting people and things from which area?
2. Which period in American history was Link documenting in his photographs?
3. Which photography equipment and techniques did Link use to capture his images that makes his work outstanding?

V. *The Cry, The Scream*

Edvard Munch

1. How did the loss of parents, a brother, and a sister influence Munch's work?
2. How has Munch's color palette aided him in theme depiction for *The Cry, The Scream*?
3. How does *The Cry, The Scream* typify Expressionistic painting?

Assessment

Teachers are encouraged to select assessment methods to measure students' progress with respect to the curriculum objectives.

Vocabulary

Art Nouveau
avant-garde
bilateral
bleed
brayer
classical
concentric
Corinthian
craftmanship
Cubism
Doric
Fauvism
flip book
focal point
folk art
formal analysis

frieze
gouche
interpretation
Ionic
judgment
block out
mirror image
modernism
montage
palette
patina
personification
pigments
primitive
quill
rasp

Vocabulary (continued)

Realism
rendering
Romanticism
score
scratch board
manuscript

silhouette
Surrealism
synthesis
technique
thumbnail sketch
visual literacy



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